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ABSTRACT

Compliance with South Carolina's Basic Skills Assessment Program (BSAP), involving test administration and instructional monitoring, was on schedule for the 1983-84 school year. Results of readiness tests given to over 50,000 first graders showed 72.6% "ready" to begin formal instruction. Teachers were given materials for areas in which students needed additional developmental activities. Basic Skills Reading and Mathematics Tests were given in grades 1, 2, 3, 6, 8, and 11. The BSAP Writing Test was administered in grades 6, 8, and 11. A total of 72% of the 6th-grade students, 72% of the 8th-grade students, and 68% of the 11th-grade students met the writing standard. The Basic Skills Section conducted monitoring visits in 23 school districts. Two districts were rated as "in full compliance," 21 as "progressing toward compliance," and none were "not in compliance." Federal resources complemented this monitoring to improve compliance with objectives of the BSAP and instructional goals. The state also funded child development and parent education programs, as well as a number of inservice workshops and conferences. Extensive appendices present test results by grade level, school district, and ethnic groups. A four-page bibliography about education in general and about the testing program is also included. (RR)

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REPORT ON
THE IMPLEMENTATION OF
THE BASIC SKILLS ASSESSMENT PROGRAM
1983-84

The South Carolina Department of Education
Charlie G. Williams, State Superintendent
November 1984

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REPORT ON THE IMPLEMENTATION OF THE BASIC
SKILLS ASSESSMENT PROGRAM
1983-84

South Carolina Board of Education
Louis O. Dore, Chairman

South Carolina Department of Education, An Equal Opportunity Agency
Charlie G. Williams, State Superintendent
November, 1984

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REPORT ON THE IMPLEMENTATION OF THE BASIC SKILLS ASSESSMENT PROGRAM, 1983-84

Abstract

The sixth year Basic Skills Assessment Program (BSAP) implementation schedule included in Act 631 required two major accomplishments during the 1983-84 school year: (1) the administration of the tests (first grade readiness and Grades 1, 2, 3, 6, 8, and 11); and (2) the monitoring of the instructional components of the Basic Skills Assessment Program. Both activities were completed or are continuing on schedule.

The readiness test was administered statewide to all first grade students in the fall of 1983. A total of 50,380 first grade students in 580 South Carolina public schools participated in the testing. Seventy-two point six percent (72.6) of the students were classified by the readiness test as being "ready" to begin formal first grade instruction, and 25.4 percent were classified as being "not ready." The 72.6 percent "ready" showed about a 1.8 percent increase over the 70.8 percent "ready" in 1982. The local test results provided teachers with information on those areas for which the first grade students needed additional developmental activities.

The Basic Skills Reading and Mathematics Tests were administered during the week of April 30 - May 4, 1984. The Reading and Mathematics Tests for Grades 1, 2, 3, 6, and 8 consist of six multiple-choice items for each of the 11 objectives. Consequently, the Reading and Mathematics Tests for those grades consist of 36 and 30 items, respectively. The tests for Grade 11 consist of 10 items for each of the 11 objectives which constitutes a total of 60 items for reading and 50 for mathematics. The Reading and Mathematics Tests are not timed at any grade level.

In 1984, the percentages of students meeting the standard in reading in Grades 1, 2, 3, 6, 8, and 11 were 80, 75, 77, 65, 60, and 67, respectively. In mathematics, the percentages of students meeting the standard were 81, 82, 79, 57, 54, and 64, respectively. The percentages of students needing improvement varied both across grades on particular objectives and within grades across objectives.

The BSAP Writing Test was administered in Grades 6, 8, and 11. The Writing Test requires that each student write a composition based upon a specific prompt. In writing, 72 percent of the 6th grade students, 72 percent of the 8th grade students, and 68 percent of the 11th grade students met the writing standard.

During the 1983-84 school year, the Basic Skills Section conducted monitoring visits in 23 school districts. Of the 23 districts monitored, two were classified as "in full compliance"; 21 were classified as "progressing toward compliance"; and none were found

to be "not in compliance". In addition to monitoring districts' progress toward compliance, the Department has directed some federal resources to complement the instructional goals and objectives of the BSAP. The state has also funded child development and parent education programs which serve as support programs for the BSAP. Additionally, major workshops or conferences were held to provide assistance to districts in the areas of writing, literature, reading, mathematics, early childhood education, basic skills awareness, individualization, and test results utilization. Finally, 101 inservice sessions specifically related to the BSAP were conducted by the Basic Skills Section staff.

The 25-member Basic Skills Advisory Commission, under the direction of its chairman, Mr. Wallace Brown, held six meetings during 1983-84 and was actively involved in monitoring the development and implementation of the program. In addition to the development and implementation activities, the commission assisted with the 1983 readiness report, worked to acquire adequate funding for the program, and reviewed BSAP plans and materials. The commission also reviewed changes at the Federal and State levels; heard concerns and comments from individuals and groups; and received briefings on the Education Improvement Act from Governor Richard W. Riley, State Superintendent of Education Dr. Charlie G. Williams, and Dr. Terry Peterson of the Governor's staff.

INTRODUCTION

The purpose of this report is to comply with Section 1(d)(2)(i) of 1978 Act 631 (Basic Skills Assessment Program), as amended, which requires that the State Board of Education, through the State Department of Education, "report the results of the program annually to the Governor, the General Assembly, the school districts and to the general public, together with any recommendations of the South Carolina Basic Skills Advisory Commission created pursuant to Section 1A of this Act."

The South Carolina Basic Skills Assessment Program (BSAP) was established by legislation enacted in 1978. Among the major provisions of the legislation which established the BSAP are the requirements that the State Board of Education, through the State Department of Education: (1) establish statewide educational objectives in the basic skills of reading, writing, and mathematics for kindergarten through Grade 12 with minimum standards of student achievement for readiness and for Grades 1, 2, 3, 6, 8, and 11; (2) select a readiness test to be administered at the beginning of first grade; (3) select or develop criterion-referenced tests in reading and mathematics to be administered at the end of Grades 1, 2, and 3; and (4) select or develop criterion-referenced tests in reading, writing, and mathematics to be administered at the end of Grades 6, 8, and 11.

Additionally, the legislation required the participation of all public school districts in the program (Section 2) and the establishment of a Basic Skills Advisory Commission (Section 1A). The legislation also set forth a schedule for the implementation of the various requirements of the BSAP (Section 4). The law explicitly requires that the results of the testing program be used as a basis for providing appropriate instruction for those students who do not achieve the minimum standards that are set. None of the tests are related to student promotion/retention or, at this time, the award of a high school diploma.

There are two primary components of the legislation which are highly interrelated: an instructional component and a testing/evaluation component. Hence, the responsibility for implementing the various requirements of the Act is the responsibility of two sections in the Department of Education. The Basic Skills Section, Office of General Education, has as its focus the instructional component; the Educational Assessment Section, Office of Research has the responsibility for the testing and evaluation component.

During 1980-81, the Basic Skills Section was created. The mission of the Basic Skills Section is to provide direction and leadership to districts for the development, implementation, and evaluation of basic skills programs and services to ensure that effective compensatory and remedial instructional programs are provided in South Carolina's public schools. Included as a function of the section is insuring the completion

of all instructional responsibilities assigned to the State Department of Education through the enactment of the Basic Skills Assessment Program Act.

The Educational Assessment Section is responsible for carrying out activities related to testing and evaluation. These activities include test item development, test item revision, maintenance of the test item pool, score report development, workshop training for local personnel on how to administer the test, and in-service to district personnel on utilization of test results.

The timetable for the 1978-79 year required the identification of basic skills objectives and the selection of the readiness test to be administered at the beginning of Grade 1. A description of the first year activities and accomplishments are included in the document, Report on the Implementation of the Basic Skills Assessment Program, 1978-79. The second year activities, 1979-80, as specified in the timetable, required (1) the administration of the readiness test to all students in first grade and (2) the test development, field-testing, and test item revision for the criterion-referenced tests in Grades 1, 2, 3, 6, and 8. A description of the second year activities and accomplishments are provided in the document, Report on the Implementation of the Basic Skills Assessment Program, 1979-80. The third year activities, 1980-81, required (1) the administration of the tests (first grade readiness and Grades 1, 2, 3, 6, and 8); (2) the development or selection and field-testing of the eleventh grade test; (3) the field-testing of basic skills instructional programs and materials; and (4) the monitoring of the instructional components of the Basic Skills Assessment Program. A description of the third year activities and accomplishments are detailed in the document, Report on the Implementation of the Basic Skills Assessment Program, 1980-81. The fourth year activities, 1981-82, required (1) the administration of the tests (first grade readiness and Grades 1, 2, 3, 6, 8, and 11); and (2) the setting of minimum standards of achievement in reading and mathematics in Grades 1, 2, 3, 6, and 8. Section 8 of the Act also requires a third major on-going activity, "to monitor and evaluate the curriculum and instructional methods in each school district, including on-site visits to selected schools, to insure compliance with the standards and purposes of the act". A description of the fourth year activities and accomplishments are presented in the document, Report on the Implementation of the Basic Skills Assessment Program, 1981-82. The fifth year activities, 1982-83, included (1) the administration of the tests (first grade readiness and Grades 1, 2, 3, 6, 8, and 11); and (2) the monitoring of the instructional components of the Basic Skills Assessment Program. A description of the fifth year accomplishments and activities are presented in the document, Report on the Implementation of the Basic Skills Assessment Program, 1982-83.

The administration of the test and monitoring of the instructional components of the Basic Skills Assessment Program continued in the sixth year. Appendix A provides a list and description of the resource materials that have been developed to supplement the Basic Skills Assessment Program.

ACCOMPLISHMENTS DURING 1983-84

As indicated in the preceding section, the sixth year schedule required that the readiness test be administered to all first grade students; that criterion-referenced tests based upon the basic skills objectives be administered to all students in Grades 1, 2, 3, 6, 8, and 11; and that the Department monitor the implementation of the instructional components of the Basic Skills Assessment Program. These sixth year activities and accomplishments are discussed in the sections "Test Administration - Readiness and Grades 1, 2, 3, 6, 8, and 11" and "Instruction". The accomplishments and activities of the Basic Skills Advisory Commission are given in the final section, "Basic Skills Advisory Commission".

TEST ADMINISTRATION - READINESS AND GRADES 1, 2, 3, 6, 8, and 11

As required by the Act, the readiness test was administered to all first graders entering public schools in the Fall of 1983. This administration represented the fifth readiness testing. Additionally, criterion-referenced Basic Skills Tests were administered to all students in Grades 1, 2, 3, 6, 8, and 11 in the Spring of 1984. This administration constituted the fourth year of basic skills testing in Grades 1, 2, 3, 6, and 8; and the third year of basic skills testing in Grade 11. The Educational Assessment Section of the Office of Research was responsible for coordinating and implementing activities related to the readiness and basic skills test administrations.

Test Administration - Readiness

Background

On June 8, 1979, the State Board of Education adopted the Cognitive Skills Assessment Battery (CSAB) as the readiness test to be administered to all entering public school first graders as part of the Basic Skills Assessment Program in accordance with Section 1(b)(1) of Act 631. On July 13, 1979, the cut-off score of 88 out of 117 points was adopted as the minimum standard on the CSAB in accordance with Section 1(a) of Act

631. A list of the Kindergarten Committee members who were instrumental in the objectives establishment and test selection processes are provided in Appendix B.

A detailed report on the first year, 1979, readiness testing and results is provided in Ready or Not which is available upon request from the Educational Assessment Section, Office of Research, South Carolina Department of Education. A report on the second year readiness testing and results is provided in Cognitive Skills Assessment Battery (CSAB): Preliminary Results from Fall, 1980, Administration and Report on the Implementation of the Basic Skills Assessment Program, 1980-81. A report on the third year readiness testing and results is provided in Cognitive Skills Assessment Battery (CSAB): Preliminary Results from Fall, 1981, Administration and Report on the Implementation of the Basic Skills Assessment Program, 1981-82. A report on the fourth year readiness testing and results is provided in Cognitive Skills Assessment Battery (CSAB): Preliminary Results from Fall, 1982, Administration and Report on the Implementation of the Basic Skills Assessment Program, 1982-83. The fifth readiness testing results are provided in the report, Cognitive Skills Assessment Battery (CSAB): Preliminary Results from Fall, 1983, Administration. All reports are available from the Educational Assessment Section, Office of Research, South Carolina Department of Education.

Statewide Administration and Training

The Fall, 1983, administration of the CSAB constituted the fifth statewide assessment conducted under the provisions of the 1978 Act 631 (Basic Skills Assessment Program). To address the need for training, the Educational Assessment Section (Office of Research) assisted by the Basic Skills and Curriculum Development Sections (Office of General Education) utilized three teams to conduct 14 regional workshops during the period of August 9-11, 1983.

Workshops were designed for the following participants from each district: the school principal and one school representative from each school involved in the readiness testing, the district test coordinator, and two district level staff designated by the district superintendent. To supplement the training, the Department provided each district with a videotape which consisted of three parts: background of the CSAB; actual administration of the CSAB to a child; and discussion of scoring the CSAB items. Through the use of Department training guides and the videotape, districts provided training to all first grade teachers.

Testing procedures were designed to comply with two requirements of the legislation. The first requirement was that testing be completed in each district **not later than the end of the first 15 days** in which any first graders were in attendance in the

district. The second requirement was that the CSAB was to be **administered by the child's classroom teacher**, that is, the teacher to whom the child would be assigned for the entire 1983-84 school year. If someone other than the child's teacher administered the test, **the benefit of the one-to-one contact** between teacher and child would be lost. The Department provided limited funds for paying substitute teachers to attend to children who were not being tested. Additionally, the Department provided districts with several alternatives for meeting the districts' specific needs, including staggered attendance.

All public schools containing first grade classes in South Carolina's 92 districts participated in the Fall, 1983, CSAB readiness assessment. A total of 50,380 first grade children in 580 public schools were administered the CSAB. Handicapped children were included in testing unless their Individualized Education Program (IEP) indicated that the testing was inappropriate for the child.

Cautions in the Interpretation of the Data

There are two major cautions concerning the interpretation of the test results. The first of these relates to the minimum score for the determination of readiness and the second to the differences in performance between and among various groups and subgroups.

Although the procedures used in arriving at the score of 88 out of 117 points utilized a large amount of data and state of the art technical procedures, the fact should be evident that there is little real difference in the cognitive development of two children who score 87 and 88, respectively, even though one will be considered "not ready" and the other, "ready". The law requires that school districts provide appropriate developmental activities for those children who score below 88. Consequently, the State Department of Education continues to stress the necessity for meeting the needs of those children. At the same time, the needs of all children regardless of their scores on the readiness instrument should certainly be addressed. This is of particular concern for those children who score very close to the minimum score but are still classified as "ready". For those children who score considerably above or considerably below the "cut-score," differences in their cognitive development or "readiness" is usually apparent; however, for students who are at or near the "cut-score," very small differences in development are not well defined by the classifications of "ready" and "not ready".

Each child's performance on the test provides valuable information concerning his/her degree of readiness **at the time of testing** and should be used by teachers for the purpose of planning appropriate programs for each child. The scores should not, however, be viewed as unchanging or unchangeable and under no circumstances should the scores be used for the purpose of labeling or tracking children. Some "not ready" students will

progress more quickly than others, and they should not be held back in groups which may have been created on the basis of CSAB scores. Additionally, to speak of performance on the test as "passing" or "failing" is inappropriate because of the developmental nature of the test.

Statewide Results and Implications

Both total group and subgroup results were reported on the CSAB total battery scores for all students tested. The results were reported in terms of percentages of students classified as:

1. "ready", scored 88 or above; or
2. "not ready", scored below 88.

The 1983 statewide readiness results are presented in Appendix C of this report. A detailed discussion of the results is provided in the report, Cognitive Skills Assessment Battery (CSAB): Preliminary Results from Fall, 1983, Administration. The reports (referenced earlier) which provide instructional implications of previous CSAB administrations also contain valuable interpretive information applicable to the Fall, 1983, data.

A summary of results and their implications follow:

1. **Results:** During Fall, 1983, 72.6 percent of the total number of students tested were classified as "ready" based on the required minimum score of 88 of a possible 117 points. When compared with the Fall, 1982, figure of 70.8 "ready", an increase of 1.8 percentage points between the fourth and fifth years of administration of the CSAB is noted. Between the first and fifth years, 1979 and 1983, an increase of 12.4 percentage points has occurred.

Implications: The data presented here provide no definitive explanations for the increase in the percentage of students classified as "ready". However, a possible explanation is that increased instructional emphasis is being placed on the state-adopted kindergarten objectives which are measured by the CSAB. While there is no "hard data" to confirm that this has happened in all early-childhood programs throughout the State, there is evidence to suggest that considerable effort is being made in this direction. School observations by staff of the Department of Education and conversations with both school administrators and teachers suggest that the kindergarten objectives are receiving more instructional emphasis in the public schools, as well as in other programs such as Head Start.

2. **Results:** In 1983, the results indicate that 72.8 percent of the students who attended public kindergarten, 86.7 percent of the students who attended

private kindergarten, and 52.5 percent of the students who attended Head Start programs as five-year-olds were classified as "ready". In 1982, the results were 71.1, 84.7, and 53.6 percent "ready", respectively. In 1981, the results were 68.6, 84.2, and 48.8 percent "ready", respectively. In 1980, the results were 64.7, 81.3, and 41.2 percent "ready", respectively. While in 1979, the respective results were 61.9, 79.2, and 39.2 percent "ready". **Implications:** Whether or not a child goes to kindergarten, public or private, does appear to have some relationship to readiness. In 1983, 2.1 percent of the students tested had not participated in any type of formal educational program as a 5-year-old. In 1982, 1981, 1980, and 1979, these figures were 2.7 percent, 3.4 percent, 5 percent, and 7 percent, respectively. The difference in educational experience as a 5-year-old may account for some of the increase in the overall performance of first graders. However, the fact that the 1980, 1981, and 1982 data reflect some improvement in performance for students in all program types is noteworthy. Therefore, the results suggest that the concentrated effort at the State, district, and school levels to enroll children in kindergarten programs would continue to be a worthwhile endeavor.

3. **Results:** The results indicated that 85.1 percent of the students not eligible for either the free or reduced-price lunch program, 75.9 percent on reduced-price lunch programs, and 59.0 percent on free lunch programs were classified as "ready" in 1983, as opposed to 83.9 percent, 72.8 percent, and 56.5 percent, respectively, in 1982; 81.3 percent, 70.5 percent, and 52.6 percent, respectively, in 1981; and 78.8 percent, 67.1 percent, and 47.8 percent respectively, in 1980; and 76.1 percent, 61.8 percent, and 42.6 percent, respectively in 1979. **Implications:** The focus of the explanation for differences in student performance across groups for this variable should probably be on the type of background implied for the child by this variable rather than on the financial aspect of the variable. A variety of situations such as single parent homes, lack of prenatal care, undernourishment, and inadequate exposure to materials and activities that contribute to readiness development may exist for children on free lunch programs. Although the financial aspect may contribute to explaining the observed differences between the three groups, any one or any combination of these situations or related situations may be the actual causal factors. In general, socioeconomic background seems to give rise to conditions which affect student performance on tests of cognitive development. This point seems to be reflected in the performance on the CSAB when students are identified as "ready" or "not ready", since the data for all five years indicate

that the weakest performance is exhibited by those students who were eligible for free lunch. However, the data also reflect a substantial improvement in the performance of the free lunch group, a change of 2.5 percentage points between 1982 and 1983; 3.9 percentage points between 1981 and 1982; and an increase of 16.4 percentage points since the initiation of the program in 1979.

Although socioeconomic status cannot be much affected, in the short-term, by the public schools, there is ample research evidence to suggest that educational deficiencies exhibited by children from economically and socially deprived backgrounds can, in large measure, be overcome through the provision of special instruction. Both the need for and the effectiveness of special instruction is evident when the CSAB data for black students are compared with the data for white students. In the Fall, 1979, 44.7 percent of the black students and 72.2 percent of the white students were identified as "ready". Comparable data for the Fall of 1983 indicate that 60.4 percent of the black students and 82.7 percent of the white students were "ready". Both groups realized gains during the period but the larger gain, 15.7 percentage points, was made by the minority group. Although there is reason to be encouraged by the fact that the larger gain has been made by the group whose performance indicated the greater need, much remains to be done to meet the needs of those students and continue to reduce the disparity in the performance between the two groups.

4. **Results:** The results indicated that 72.0 percent of the non-repeaters and 76.9 percent of the repeaters were "ready" in 1983, as opposed to 70.3 percent and 74.0 percent in 1982; 70.2 percent and 67.9 percent in 1981; and 63.4 percent and 63.7 percent in 1980; and 56.7 percent and 60.5 percent in 1979.

Implications: What is of interest for instructional planning is not the percentages for non-repeaters but the percentages for repeaters. For the subgroup of children (6,418) who had had a full year of first grade experience, approximately 21.4 percent were still considered "not ready" for first grade work in Fall, 1983, as opposed to approximately 23.6 percent in 1982. Typically, a child who was a repeater was probably "not ready" for first grade the prior year. This child may not have had the necessary foundation either because the child was not exposed to the necessary developmental activities or perhaps because the child was not exposed to these activities for a long enough period of time. Educators should make a special effort in their future instructional planning to be attentive to the individual learning needs of these children. The increase of 20.2 percent of repeaters classified as "ready" from

1979 to 1983 is encouraging and is perhaps an indication that an attempt to address the individual needs of repeaters is being made.

Test Administration - Grades 1, 2, 3, 6, 8, and 11

Background

As indicated earlier, the BSAP legislation required the establishment of statewide educational objectives and the use of criterion-referenced tests to assess student performance on these objectives. The objectives which the BSAP tests are designed to measure were identified during the 1978-79 school year. Through a process which involved over 18,000 South Carolina educators, as well as members of the general public, 16 basic skills objectives were identified.¹ Each of the 16 objectives -- six in reading, five in writing, and five in mathematics -- is repeated at each grade level in essentially the same form but at a different level of complexity. Each of the 16 continuing objectives has been titled with a brief descriptor. For example, the title "Main Idea" refers to the reading objective describing a student's ability to discern the main idea of a reading selection. Each of the objectives at each grade level is accompanied by a suggested measurement strategy which indicates the possible shifts in content and skills at the various grades.

The brief descriptors for the 16 continuing objectives in the three subject areas are presented below. By perusing these descriptors and then recalling that each objective occurs at each grade level but at a different level of complexity, an overview of the continuing objectives that constitute the core of the South Carolina Basic Skills Assessment Program is possible.¹

<u>READING</u>	<u>WRITING</u>	<u>MATHEMATICS</u>
Decoding and Word Meaning	Handwriting	Concepts
Details	Mechanics	Operations
Main Idea	Word Usage	Measurement
Reference Usage	Sentence Formation	Geometry
Inference	Composition	Problem Solving
Analysis of Literature		

¹ The objectives identification process is described in detail in "State Objectives: Reading, Writing, and Mathematics, Grades K-12."

As a part of the test development process, the subskills reflected in each objective were further defined; and decisions were made regarding the appropriate grade placement of each subskill. Test items were then developed to assess the specific subskills related to each of the objectives. The test items were reviewed and revised by South Carolina educators, field-tested, and further revised and refield-tested when necessary.

The BSAP Reading and Mathematics Tests

The BSAP tests were devised to assess the extent to which students have attained the educational objectives which were identified during the 1978-79 school year. In Grades 1, 2, 3, 6, and 8, the Reading and Mathematics Tests consist of six multiple-choice items for each of the objectives. Consequently, the Reading and Mathematics Tests at these five grades consist of 36 and 30 items, respectively. The tests for Grade 11 consist of 10 items for each objective which constitutes a total of 60 items for reading and 50 for mathematics. The Reading and Mathematics Tests are not timed.

The reading level, content, and format of all test items were carefully controlled during the development process through the use of item specifications which are highly detailed descriptions of the test items. All vocabulary in the reading selections used on the tests is restricted to that appropriate for the grade being assessed. In the case of the Mathematics Tests, the reading level is at least one grade below the level at which the test is administered. For example, the third grade Mathematics Test uses second or lower grade-level vocabulary. The Mathematics Tests were constructed in this manner to increase the probability that mathematics skills rather than reading skills were being measured to obtain a more accurate assessment of a student's mathematics achievement. New forms of the test will be created each year since the BSAP legislation requires that the tests remain secure.

The BSAP Writing Tests

The Writing Tests in Grades 6, 8, and 11 require that the students write compositions in response to a specific writing assignment referred to as a writing prompt. The prompt contains a topic on which the students must write their compositions. The topic for testing was selected from topics suggested by the students themselves. A sample of 6th, 8th, and 11th grade students were asked to list three topics that they would most like to write about in a testing situation. Topics listed most frequently by students were included in the prompts that were field-tested for use in the state assessment. After field-testing, students of various ability levels were interviewed to determine if the content of the prompt was appropriate for that grade level. The most appropriate topic at each grade level was selected for the state testing.

Although in the 1981 and 1982 administrations the Writing Test was timed, the Writing Test was untimed during the past two administrations. The administration procedures require that the student develop a first draft of the composition on a separate sheet of paper, edit the first draft, and then write a final draft on two lined pages that are provided in the answer folder. Teachers are required to provide dictionaries for the students to use during the writing testing.

The Writing Tests are scored according to the BSAP Modified Holistic Scoring Scale which consists of the following score point criteria.

4 point = A more than adequate response

The composition is related to the assigned topic. It has a focus and is unified; and it has a beginning, a middle, and an end. The composition is developed and flows smoothly from idea to idea.

Errors in sentence formation, word usage, and mechanics may be present; but they do not detract from the overall impression of the composition.

3 point = An adequate response

The composition is related to the assigned topic. It has a focus and is unified; and it has a beginning, a middle, and an end. The composition does not present major obstacles for the reader in moving from idea to idea.

Errors in sentence formation, word usage, and mechanics may be present; but they do not substantially detract from the overall impression of the composition.

2 point = A less than adequate response

The composition is related to the assigned topic. It is somewhat focused and unified; and it may lack a beginning, a middle, or an end. The composition may present obstacles for the reader in moving from idea to idea.

Errors in sentence formation, word usage, and mechanics are frequent enough to detract from the overall impression of the composition.

1 point = A very inadequate response

The composition is related to the assigned topic. It lacks focus and is disorganized. The composition is very difficult to follow.

Errors in sentence formation, word usage, and mechanics are frequent and

serious enough to detract substantially from the overall impression of the composition.

0 point = A response that cannot be evaluated

The composition is illegible, the composition is totally unrelated to the topic, or contains an insufficient amount of writing to evaluate.

Blank = A paper that should not be assigned a score

If the response is missing or if certain circumstances exist such as teacher interference, there is no score assigned to the paper.

By definition of the score point criteria, papers that receive scores of 4 or 3 are judged to be adequate papers; and papers that receive scores of 2 or 1 are judged to be inadequate. Zero (0) papers are also considered inadequate and are those that are illegible, off topic, or insufficient in length. If the score point values assigned by the two raters are on the same side of the cut score (adequate or inadequate), the average of the two ratings is reported (e.g., scores of 3 and 4 equal a final score of 3.5). If the two score point values are on opposite sides of the cut score, the score is resolved by a third rater called a resolution rater. Consequently, there is no score of 2.5. After the resolution rating, the two ratings on the same side of the cut score are used to obtain the final student score. Additionally, all papers that receive a 0 and any other score receive a resolution rating. The papers that receive a less than adequate score also go through a modified analytic scoring to identify specific objectives (Mechanics, Word Usage, Sentence Formation, and/or Composition) in which the student exhibited deficiencies. A separate group of raters is used for the analytical scoring. (NOTE: The Handwriting Objective is assessed only as a function of whether the paper is readable or legible.)

In November and May, the BSAP Writing Committee scored samples of the writing papers that were to be used as model score point papers to train, qualify, and retrain raters and to recalibrate raters to the score scale on a daily basis during the scoring process. The Writing Committee also scored a sample of approximately 1,000 papers at each grade level that was to be used as a validation paper set. The validation paper set was sent through the regular scoring process once a week to ensure that the scores of the contractor's raters matched the scores of the BSAP Writing Committee and, consequently, to ensure that the raters were scoring the papers according to the Modified Holistic Score Scale. This validation process, along with a daily monitoring report, aided the Department in locating raters who were having difficulties scoring to the score scale and who needed additional training and requalifying.

The training was conducted by three staff members from the Educational Assessment Section with five additional staff members on site at the time of the training to assist in the training and qualifying processes. A minimum of two staff members were at the scoring site during the three weeks of holistic scoring. The staff members monitored the entire scoring process, answered all questions related to student papers and the score point criteria, and retrained raters when necessary.

A separate Modified Analytic Scoring Guide was developed to identify student writing deficiencies. The guide contained actual examples of South Carolina student errors. This guide, along with analytic training and qualifying papers, was used to train and qualify a separate group of analytic scorers.

Test Administration Procedures

Pretest workshops were scheduled at regional sites throughout South Carolina during the period of March 7 - April 5, 1984. Invited were (1) the district test coordinator, (2) two additional members of the school district staff, and (3) one representative from each school involved in field-testing.

Two teams composed of staff members from both the Educational Assessment Section and the Basic Skills Section conducted 6 regional meetings for approximately 150 participants. Major portions of the workshop presentation involved security procedures and make-up testing.

Every teacher involved in the testing was provided with a Teacher's Administration Manual to facilitate training. In addition, at least one Test Coordinator's Manual was provided per school. The materials developed included the following.

1. Test Coordinator's Manual, Grades 1, 2, 3, 6, 8, and 11 - This manual provided BSAP test administration procedures for district and school test coordinators responsible for testing in Grades 1, 2, 3, 6, 8, and 11. The manual was divided into three sections: Before Testing, During Testing, and After Testing. The Before Testing section provided for receipt of materials at the district and school level to maximize the security needed for testing. In addition to providing the distribution and collection procedures, the During Testing section also provided for monitoring procedures during testing. In the After Testing section, make-up testing, return of materials, and availability of scoring services were covered. Samples of forms and answer sheets associated with BSAP testing were included in the appendix of the Test Coordinator's Manual.
2. Teacher's Administration Manual, Grades 1, 2, 3, 6, 8, and 11 - Separate Teacher's Administration Manuals were provided for each of the six grades

tested. The title and grade on the cover of the manuals were color coded by grade. Also color coded by grade was the oral administration script used in Grades 1, 2, and 3. The Teacher's Administration Manual was organized in the same manner as the Test Coordinator's Manual and included samples of appropriate forms.

3. Teacher's Administration Manual Supplement, Grades 1, 2, and 3 - Separate Teacher's Administration Manual Supplements (one for reading and one for mathematics) were color coded by grade and provided to teachers administering the field-tests. These supplements contained the field-test oral administration directions, as well as directions for additional procedures to be followed during the field-test.
4. Writing II Test Coordinator's Supplement, Grades 6, 8, and 11 - This supplement was provided to test coordinators in districts administering the writing field-test. The procedures and administration directions to be followed during the field-test were contained in the supplement. Additionally, teachers were provided with gray envelopes containing the prompts to be field-tested.

As part of the Basic Skills Assessment Program, the following score reports are provided by the State Department of Education: (1) an individual student report, (2) a class profile and summary report, (3) a school summary report, (4) a district summary report, and (5) a fall school roster report. A student identification coding system allows a student's score report to go to the school where the student would be enrolled in the fall of the next school year.

Achievement Standards

The BSAP legislation required that minimum standards of achievement be set for readiness and for reading, writing, and mathematics in Grades 1, 2, 3, 6, 8, and 11. The standard for readiness was set in 1979. A description of the readiness standard setting process is contained in the publication, Ready Or Not: A Report of the 1979 Statewide Readiness Test Administration And Results, 1980, Pages 7-9. The standards for writing in Grades 6, 8, and 11 were set prior to the Spring, 1981, administration of the BSAP tests. The standards for reading and mathematics in Grades 1, 2, 3, 6, and 8 were established following the Spring, 1981, administration of the tests. A description of the standard setting procedures followed for these tests may be found in Report on the Implementation of the Basic Skills Assessment Program, 1981-82, Pages 13-19. The Grade 11 reading and mathematics standards were set prior to the Spring, 1983, administration

of the tests. The standard setting procedures are described in Report on the Implementation of the Basic Skills Assessment Program, 1982-83, Pages 13-14.

The raw score standards for Grades 1, 2, 3, 6, 8, and 11 were transformed into scale scores such that the minimum standard for both reading and mathematics is 700.

Cautions in the Interpretation and the Use of the Data

An understanding of the BSAP test results may be facilitated through a general understanding of the differences between criterion-referenced (CR) and norm-referenced (NR) tests and an awareness of cautions that should be exercised in using and interpreting the data at both the overall test and specific objective levels.

The tests used in the BSAP are criterion-referenced. They are, in fact, designed to measure a single student's performance against a criterion (the preset state standard) established in a particular grade level in the State of South Carolina. The notion of comparing a student to a standard is very different from the usual comparison made with norm-referenced tests such as the Comprehensive Tests of Basic Skills (CTBS). The purpose of the CTBS, unlike that of the BSAP tests, is to allow the user a means of comparing the performance of a single student or a group of students with an average performance of a nationally representative sample of students (referred to as a norm).

Since the BSAP tests were developed for South Carolina, there is no information available that indicates how students in other states or in the nation as a whole would perform on the BSAP tests. Thus, the BSAP tests can be used to compare student performance to a preset state standard but not to compare student performance to some national level of performance. This merely reflects the fact that different types of tests have different purposes. The intended purpose of the BSAP tests, stipulated in the legislation, is to assist in the identification of student deficiencies and to serve as a basis for providing instruction to those students with identified deficiencies. Therefore, the BSAP tests lack comparative norms by design.

Caution should also be exercised in interpreting the BSAP data across years, grades, and subject areas. There can be no direct comparisons made either between grades or between subjects. Because there is no fixed difficulty scale across the grades, apparent decreases in the percentage of students meeting standards in succeeding grades may be misleading. At this point, no equating studies have been done that would provide information about the exact relationship of the BSAP tests across grades. The information provided by these data does, however, offer one piece of evidence that can be used to examine a district's performance. However, district and school data cannot and

should not be used as a sole basis for making cause and effect statements about the efficacy of instruction.

Lastly, cautions must also be exercised when interpreting the results for each objective. Each year, different forms of the Reading and Mathematics Tests are used. Consequently, the content and skills measured by each objective may vary slightly in difficulty from one year to the next while the test difficulty remains essentially the same. Differences in achievement across objectives within reading and mathematics can be partially explained by one or more of the following: (1) the skills reflected in some objectives may be inherently more difficult than those included in other objectives; (2) some objectives may receive greater instructional emphasis than others; and (3) test items, on the average, may not have been of equal difficulty across objectives. The writing prompts for 1983 and 1984 were selected to be as equally difficult as possible given the current technology. Variations in writing performance across objectives and grade levels may exist as a function of (1) the difficulty of the skills in the objective, (2) instruction, and (3) writing practice effects.

The objectives on which the tests were based reflect the views of South Carolinians on desired learning outcomes at each grade - not necessarily what was being taught at the time the objectives were identified. Consequently, there may have been, in some instances, initial lack of congruence between the test items and curricular-instructional emphases. Any lack of agreement among curriculum and instruction and test content will in the early stages of program implementation result in lower test scores. If the tests had been designed to measure only the curriculum and instruction in place at the time of the test development, the tests would not promote change in either curriculum or instruction.

State Results for Spring, 1984

The May 1984, administration of the BSAP tests included 266,826 students in Grades 1, 2, 3, 6, 8, and 11. The number of students tested by grade was as follows: Grade 1 - 49,642; Grade 2 - 42,645; Grade 3 - 42,905; Grade 6 - 46,651; Grade 8 - 47,456; and Grade 11 - 37,527. Students who were receiving special services because of handicapping conditions were included in the testing unless their Individual Education Plans (IEP), as required by P.L. 94-142, indicated that the tests would be inappropriate. The body of this report contains summary data for all students. A more detailed presentation of the reading, writing, and mathematics data for various subgroups can be found in Appendix A.

The scores on the Reading and Mathematics Tests for all grades tested are reported to the districts, schools, teachers, and parents as scale scores with the statewide standard

set at the scale score of 700. The scores on the writing test for Grades 6, 8, and 11 are reported as 4.0, 3.5, 3.0, 2.0, 1.5, 1.0, and 0 with the standard set at 3. For review, the reading and mathematics results for previous administrations (1981 through 1983) are included in Table I, along with the results for the 1984 administration. For writing, only the 1983 and 1984 results are reported since the scoring criteria were modified by the BSAP Writing Committee following the 1982 administration. Consequently, the 1983 year constitutes the baseline year for writing.

The data presented in Table I are the percentages meeting the standard in reading and mathematics for the years 1981 through 1984 and in writing for the years 1983 and 1984. Table II provides the percentages of students needing improvement on each reading, mathematics, and writing objective at each grade level for the 1984 BSAP test administration. The percentages for reading and mathematics include those students who met the overall standard but who demonstrated a need for improvement on at least one of the objectives. For writing, however, the percentages are computed using only below standard students because they are the only students who receive analytic scores.

In the remainder of this report, the overall test results for each subject area are discussed, along with the results by objective. In examining the data in Table II, remember that the skills and subskills embodied in each objective generally become more complex at each succeeding grade.

Reading State Results

In reviewing the contents of Tables I and II, attention is directed first to the data for the Reading Tests. The percentages of students meeting the standard for reading in 1984 ranges from a high of 80% in Grade 1 to a low of 60% in Grade 8 as indicated in Table I. The percentage of students meeting the reading standard increased from 1983 to 1984 at all grade levels. The amount of change during the one-year period ranges from an increase of 1 percentage point in Grade 3 to an increase of 5 percentage points in Grades 1 and 2.

Comparisons of the 1981 data for Grades 1, 2, 3, 6, and 8 with the data for 1984 indicate that the percentage of students meeting the standard for reading has increased at all grade levels during the four-year period. The amount of increase ranges from 9 percentage points in Grade 8 to 13 percentage points in Grade 2.

TABLE I
**PERCENT MEETING THE STANDARD FOR READING,
 MATHEMATICS, AND WRITING FOR THE YEARS 1981-84^a**

	GRADES					
	1	2	3	6	8	11
<u>Reading</u>						
1981	70%	62%	67%	55%	51%	N/A ^b
1982	72%	69%	69%	62%	52%	61% ^c
1983	75%	70%	76%	61%	56%	63%
1984	80%	75%	77%	65%	60%	67%
<u>Mathematics</u>						
1981	68%	69%	61%	47%	43%	N/A ^b
1982	68%	64%	68%	51%	41%	64% ^c
1983	76%	76%	74%	56%	42%	62%
1984	81%	82%	79%	57%	54%	64%
<u>Writing^{c/d}</u>						
1983	N/A	N/A	N/A	69%	65%	67%
1984	N/A	N/A	N/A	72%	72%	68%

^a The minimum statewide standard is set at a score of 700 on a scale that may range from 200 to 1100. The standard for the Writing Test is defined as a score of 3.

^b Grade 11 was not tested until 1982.

^c The percentage meeting the Grade 11 standard in 1982 is an estimate based on sample data.

^d Writing data are not available (N/A) for 1981 and 1982 since these data are not comparable with the 1983 and 1984 data.

NOTE: All percentages are rounded to the nearest whole number.

TABLE II
PERCENTAGE OF STUDENTS NEEDING IMPROVEMENT
BY GRADE ON EACH READING, MATHEMATICS,
AND WRITING OBJECTIVE, 1984

OBJECTIVES	GRADES					
	1	2	3	6	8	11
<u>Reading^a</u>						
Decoding & Word Meaning	10%	17%	24%	29%	42%	29%
Details	20%	28%	19%	18%	16%	31%
Main Idea	16%	27%	26%	22%	33%	32%
Reference Usage	16%	11%	11%	32%	32%	22%
Inference	15%	20%	20%	41%	34%	32%
Analysis of Literature	19%	22%	18%	28%	37%	24%
<u>Mathematics^a</u>						
Concepts	12%	21%	14%	26%	40%	34%
Operations	23%	26%	16%	45%	29%	26%
Measurement	15%	11%	23%	32%	42%	43%
Geometry	11%	5%	17%	25%	36%	23%
Problem Solving	12%	11%	17%	49%	36%	28%
<u>Writing^b</u>						
Handwriting	N/A	N/A	N/A	0%	0%	0%
Mechanics	N/A	N/A	N/A	65%	71%	64%
Word Usage	N/A	N/A	N/A	80%	84%	86%
Sentence Formation	N/A	N/A	N/A	59%	59%	48%
Composition	N/A	N/A	N/A	28%	16%	15%

^a The tabled percentages for reading and mathematics include students who met the standard but whose test performance revealed a need for assistance on one or more objectives. Students cannot simultaneously meet the standard and need improvement on all objectives.

^b The tabled percentages include only those students who were below standard on the Writing Test since they were the only students whose papers were scored for deficiencies.

As indicated in Table II, the percentage of students needing improvement varies markedly both across grades on particular objectives and within grades across objectives. For example, the percentage of students tested in 1984 needing improvement in "Decoding and Word Meaning" ranges from 10% in Grade 1 to 42% in Grade 8. Within Grade 1, the percentages needing improvement on the various reading objectives range from 10% for "Decoding and Word Meaning" to a high of 20% for "Details".

A comparison of the 1984 (Table II) data with that from 1983 (not tabled) reveals some interesting observations. Within reasonable expectations, most objectives show minor fluctuations both upward and downward in the percentages of students needing improvement. In Grade 6, however, "Inference" showed an increase of 15% of students needing improvement; whereas, the percentages decreased in all other objectives. Decreases in percentages of students needing improvement were also noted in all objectives tested in Grade 11. A notable decrease of 10% was observed in Grade 11's "Reference Usage".

Mathematics State Results

South Carolina students have also shown marked improvement in Mathematics. Table I shows that, in 1984, the percentage of students meeting the standard in mathematics ranged from a high of 82% in Grade 2 to a low of 54% in Grade 8. The data for mathematics in Table I indicate that between 1983 and 1984 the performance of students improved in all of the six grades tested.

Comparisons of the 1981 data for Grades 1, 2, 3, 6, and 8 with the data for 1984 indicate that the percentage of students meeting the standard for mathematics has increased at all grade levels during the comparison period. The amount of increase ranges from a low of 10 percentage points in Grade 6 to a high of 18 points in Grade 3.

Comparisons of the 1984 (Table II) data and that presented in 1983 (not tabled) reveal some consistency in patterns of reducing the percentages of students needing improvement. In Grades 1, 2, and 3, for example, only "Measurement" in Grade 3 showed an increase in the percent of students (12%) needing improvement. In all of the other mathematics objectives, decreasing percentages of students needing improvement were realized. A noteworthy positive example of improved student performance is in "Geometry" in Grade 3 where for the last two years an average of 31% of the students were listed as needing improvement while in 1984 this percentage dropped to 17%. Similar patterns exist in Grades 6, 8, and 11 with the majority of the objectives showing decreasing percentages of students needing improvement. Of particular note was "Concepts" in Grade 8 which decreased from 54% to 40% and "Geometry" in Grade 8 which decreased from 55% to 36%. Decreases such as these are no doubt a result of focusing additional instruction in these areas without sacrificing emphasis in the other

BSAP objectives. The increases that have been noted, however, may indicate a need to "rebalance" instructional emphasis in the BSAP mathematics objectives.

Writing State Results

The data for writing in Table I indicate that between 1983 and 1984 the percentage of students meeting the writing standard of 3 has increased in all three grades. The smallest gain was realized in the eleventh grade with a change of one percentage point while the eighth grade showed a 7 percent increase and the sixth grade indicated a 3 percent increase.

Table II indicates that within the writing objectives "Handwriting" demonstrated the least deficiencies across grade levels. A simple explanation exists for this low rate of deficiencies in "Handwriting". Since there are many methods for instructing and evaluating "Handwriting", "Handwriting" is evaluated in BSAP as a deficiency only when a paper is totally illegible. This is not to say that "Handwriting" is not important. However, given the difficulty in evaluating "Handwriting", the Department strongly encourages schools to emphasize "Handwriting" at the classroom level.

The majority of the deficiencies across grades existed in the areas of "Mechanics", "Word Usage", and "Sentence Formation". The single highest area of deficiency for all three grade levels was that of "Word Usage" with 86 percent in 11th grade, 84 percent in 8th grade, and 80 percent in the 6th grade. As compared with Grades 6 and 8, there were fewer deficiencies in the area of "Sentence Formation" and slightly fewer deficiencies in areas of "Mechanics" and "Composition" in Grade 11.

As mentioned earlier, differences in achievement across objectives within a subject area may be partially attributable to some objectives receiving greater instructional emphasis than others. For example, the time spent on "Decoding and Word Meaning" or "Concepts" will probably be greater in the primary grades than in the upper elementary and secondary grades. Therefore, remember that, although all objectives are assessed at each grade level, the relative importance of the objectives and the amount of instructional time each receives may differ within and across grade levels.

District Results for Spring, 1984

This year the BSAP results by district are reported in detail in Appendix E. The presentation of this data, however, evokes the necessity of re-emphasizing cautions in data interpretation. Correct interpretation becomes critical at the district level because a natural tendency exists that would have one immediately make direct comparisons of districts. Recall that the BSAP tests are criterion-referenced and are created to

determine whether or not a single student's performance meets the state standard and not for comparison of districts.

Just as importantly, high test scores do not necessarily equate with educational quality. Conversely, low test scores do not by themselves, indicate inadequate instruction. A data user must be aware that inherent differences exist between the student populations served by the individual districts. Differences such as socioeconomic background and the educational level of parents are factors that are strongly related to test performance but these factors cannot, in the short-term, be influenced by school districts. Therefore, comparisons of district scores should not be made unless differences in the student populations are considered as part of the comparison.

Most importantly, district data are important to the district. Within the confines of the district, the student population is known, along with other variables that may influence student performance. The district can use these data in beginning an examination to determine which programs are succeeding and which ones need more careful scrutiny. The remainder of this section presents the district data not from the standpoint of single districts but instead from the perspective of the state as a whole.

The following tables present a breakdown of districts into categories that represent percentages of students meeting the state standard. Each category represents an interval of ten percentage points. The intervals are arbitrary and were chosen simply as a convenience, and no meaning should be ascribed to a particular category.

Tables III, IV, and V show the frequencies or numbers of districts appearing in each category for the first statewide BSAP test administration and for the 1984 test administration. The first statewide administration for Grades 1, 2, 3, 6, and 8 was in 1981, while 1982 was the first administration for Grade 11. Table V shows only the 1983 and 1984 results for writing because of the changed scoring system.

As indicated previously, criterion-referenced tests are designed to compare a student's performance with a standard. Theoretically, one would think that 100% of the students should be able to meet the standard. Realistically, however, the state will probably never see every student in the state meeting the standard. If the state is, in fact, moving forward educationally, the number of districts experiencing low percentages of students meeting standard should begin to decrease as the districts move into categories of larger percentages of students meeting standard. Thus, progress must be measured by slow growth and not giant leaps.

Reading District Results

An examination of Table III reveals that from 1981 to 1984 many districts have experienced higher percentages of students meeting the statewide standards for reading. The early grades have demonstrated much momentum in increasing the percentages of

students meeting the state's reading standards. The % MEETING STANDARD category showing the largest gains in numbers of districts from 1981-1984 is 80%-89% for Grades 1, 2, and 3, with the largest increase in Grade 1. In 1981, only eight districts in Grade 1 had 80%-89% of their students meeting standard, while in 1984 the number of districts in this category rose to 45.

In Grades 6 and 8 reading, the majority of the districts have 30%-69% of their students meeting standard. In Grade 6, only four districts were in the 70%-79% category in 1981 while in 1984 the number of districts in this category rose to 21. Grade 11 continues to make progress in a positive upward direction.

Mathematics District Results

Table IV reveals that the same general trends seen in reading can also be observed in mathematics for the period from 1981 to 1984. This is particularly true in Grades 1, 2, and 3. While Grades 6 and 8 also show some shift, apparently the majority of the districts are still experiencing 30% to 69% of their students meeting standard. To some extent, the same is generally true for Grade 11, except that a few districts have fallen into the 10%-29% categories. The largest single advance was in Grade 1, where in the 80%-89% category, there were only seven districts in 1981 and 50 districts in 1984.

Writing District Results

Table V presents the counts of districts for the State's BSAP Writing Tests. While progress has been evident in the quality of student writing, the growth continues to move forward slowly. In Grades 6 and 11, the gains are markedly slow but steady. Grade 8, however, has progressed at a somewhat greater pace which may be accounted for by the somewhat lower results evidenced in Grade 8 as compared to the other two grades in 1983. In 1983, 24 districts in Grade 8 had less than 50% of their students meeting standard. In 1984, the number of districts in these lower categories in Grade 8 dropped to eight. The largest gains in Grade 8 are in the 70%-79% and the 80%-89% categories where 12 more districts appeared from 1981 to 1984.

TABLE III

STATE SUMMARY BY DISTRICT,
FREQUENCY COUNTS AND
PERCENTAGE OF STUDENTS ABOVE STANDARD,
READING

% MEETING STANDARD	1		2		3		6		8		11	
	'81	'84	'81	'84	'81	'84	'81	'84	'81	'84	'82	'84
0-9%	0	0	0	0	0	0	0	0	0	0	0	0
10-19%	0	0	0	0	0	0	3	1	5	1	1	1
20-29%	0	0	2	0	1	1	5	3	12	3	3	3
30-39%	2	0	10	0	7	0	13	2	15	11	11	5
40-49%	4	0	13	4	8	4	21	15	22	20	9	16
50-59%	14	3	27	9	19	5	29	28	22	24	24	14
60-69%	31	11	25	24	22	26	16	21	14	25	20	25
70-79%	30	31	13	32	29	33	4	21	1	7	18	19
80-89%	8	45	2	21	6	20	1	1	1	1	5	8
90+%	3	2	0	2	0	3	0	0	0	0	1	1

TABLE IV

STATE SUMMARY BY DISTRICT,
FREQUENCY COUNTS AND
PERCENTAGE OF STUDENTS ABOVE STANDARD,
MATHEMATICS

% MEETING STANDARD	1		2		GRADE 3		6		8		11	
	'81	'84	'81	'84	'81	'84	'81	'84	'81	'84	'82	'84
0-9%	0	0	0	0	0	0	2	0	4	1	0	0
10-19%	0	0	0	0	2	0	8	3	12	4	0	2
20-29%	0	0	0	0	1	0	9	5	8	2	3	5
30-39%	2	0	2	0	7	1	16	12	20	12	6	7
40-49%	3	0	8	0	11	1	24	22	23	27	8	13
50-59%	16	1	15	6	24	2	23	19	22	25	22	14
60-69%	32	7	33	11	32	23	8	18	2	10	26	30
70-79%	31	30	22	26	12	28	1	10	1	6	19	16
80-89%	7	50	12	35	3	33	1	3	0	1	7	4
90+%	1	4	0	14	0	4	0	0	0	0	1	1

TABLE V

STATE SUMMARY BY DISTRICT,
FREQUENCY COUNTS AND
PERCENTAGE OF STUDENTS ABOVE STANDARD,
WRITING

% MEETING STANDARD	GRADE					
	6		8		11	
	'83	'84	'83	'84	'83	'84
0-9%	0	0	0	0	0	0
10-19%	1	0	1	0	1	0
20-29%	3	0	2	0	2	3
30-39%	5	4	7	1	7	6
40-49%	7	9	14	7	11	13
50-59%	17	14	13	15	16	12
60-69%	29	27	31	21	25	24
70-79%	15	26	20	32	22	25
80-89%	14	11	3	15	6	8
90+%	1	1	1	1	2	1

Summary of Test Results

South Carolina teachers have been the cornerstone of BSAP implementation and are to be commended for their efforts thus far. Their efforts, coupled with local administrative leadership, are yielding dividends in the form of improved student performance in reading, writing, and mathematics. Since 1981, the percentage of students meeting the reading standard has continued to increase at all grades assessed. This year's mathematics achievement has increased at all grades with an impressive 12% increase at Grade 8. A tribute to increasing efforts in writing instruction were the voluntary remarks by raters as to the improvement that they have seen over the years in South Carolina student papers. Furthermore, although the evaluation is judgmental, Department staff and the BSAP Writing Committee members have observed what they consider to be significant improvement in the quality of the writing of students in South Carolina at all three grade levels over the past two years.

Although measurable progress has been made in performance levels at most grades, much remains to be done to meet the needs of many of South Carolina's students. For example, performance in reading and mathematics at Grades 6 and 8 appears, by any reasonable standard, unacceptable. Of particular concern in previous years is Grade 8 mathematics which still has only 54% of the students meeting standard - leaving still more room for progress. Additional resources and efforts are needed to address these problem areas and the needs of all students who do not meet the established standards. Perhaps, monies available through the Education Improvement Act will provide the much needed financial resources.

The BSAP is intended to assist in identifying students who have deficiencies in the basic skills and to serve as a basis for providing the basic instruction needed to overcome identified deficiencies. The test results are not intended to be used for the purpose of comparing the performance of either schools or school districts. Any such comparisons which fail to take into account differences in the populations of students being served and legitimate differences in curriculum-instructional emphases can lead to erroneous and unfortunate conclusions. As previously indicated, the results of the BSAP tests are only one piece of evidence that can be used in improving instruction provided to students. All users of the 1984 BSAP test results are encouraged to continue their efforts in making strides toward improvement.

INSTRUCTION

The Basic Skills Assessment Program continues to impact upon public school programs and practices during each successive year of implementation. The following is a discussion

of the monitoring process, findings, and major instructionally related activities for 1983-84.

Monitoring

The Basic Skills Assessment Act (Section 8) mandates that the State Department of Education monitor and evaluate "the curriculum and instructional methods" of South Carolina school districts to ensure compliance with its provisions. During 1983-84 the staff of the Basic Skills Section reviewed the Basic Skills Assessment Program status of all schools districts through the District Superintendent's Assurance Form, which is an annual requirement. The Basic Skills Section staff monitored twenty-three school districts, visiting 222 schools. Two school districts were found to be in "full compliance"; twenty-one were classified as "making progress toward full compliance." No school district was found to be "not in compliance." A detailed monitoring report was prepared for each school district and returned to the superintendent to be shared with all principals and teachers. These reports contained a variety of specific recommendations to aid school districts in full implementation of the Basic Skills Assessment Act. In many instances, the report was followed up by staff assistance toward implementing the recommendations.

Instructional Activities

The following is a summary of some of the major instructional activities that occurred during the period covered by this report.

Special Instruction Programs (Federal)

1. NDN Facilitator Project - Funded five NDN programs related to Basic Skills in one hundred and schools in thirty-six school districts. The year began on October 1, 1983, and ended on May 11, 1984, which made a short year.

Special Instructional Programs (State)

The state-funded child development and parent education programs are supportive of the Basic Skills Assessment Program. Priority for funding is given to those districts with high incidences of children scoring "not ready" on the Cognitive Skills Assessment Battery (CSAB). During 1983-84, forty-one districts operated comprehensive center-based child development programs serving 2,708 three-, four-, and five-year-old children while the school-based parent education program operated in 145 elementary schools in 53 districts involving approximately 8,000 parents of young children. Eighteen districts received funds to either continue or establish home-based parent education programs. Half-day Programs for Four-Year-Olds in 18 districts served 1,050 children.

Workshops/Conferences

Workshops and conferences are frequently utilized to disseminate information regarding instructional aspects of the Basic Skills Assessment Program. Following is information on several conferences and workshops.

1. Summer Writing Course
Seventy-eight teachers, librarians, and specialists from across the state attended this week-long workshop. Twenty-four school districts were involved. Graduate and undergraduate credits were offered.
2. Early Childhood Education Summer Institute
Approximately 300 educators participated in a week-long early childhood summer institute which offered both graduate and undergraduate credits.
3. BSAP Pretest Workshops
Seven regional pretest workshops were held in conjunction with the Educational Assessment Section, Office of Research, prior to the May, 1983, BSAP testing with 279 individuals attending these workshops.
4. IGE Conference: Meeting Individual Student Needs in Basic Skills
Approximately 250 people attended this workshop which emphasized techniques of diagnosing skill needs and planning appropriate instructional programs. Three hours of graduate credit were given.
5. NDN/Basic Skills Awareness Conference
This one-day conference focused on basic skills and computer assisted instruction programs. Twelve NDN Programs were represented, and ten South Carolina school districts and examples of their various Basic Skills Programs were featured. More than 400 persons attended.
6. Fall Utilization Workshops
Sixteen regional workshops for school principals and school district test coordinators were conducted. Emphasis was on the utilization of BSAP test results for instructional purposes. Fourteen hundred and fifty-seven individuals attended.

District Inservice

In 1983-84, the Basic Skills Sections staff conducted 101 inservice sessions involving some 3,400 teachers and 150 administrators.

BASIC SKILLS ADVISORY COMMISSION

Activities

The Basic Skills Advisory Commission, created by Act 631, consists of 25 members. Appointments to the Commission are made by the Governor, the State Superintendent of Education, the President of the Senate, and the Speaker of the House of Representatives. During 1983-84, the Commission held six meetings and was actively involved in monitoring the development and implementation of the program.

Activities of the Commission included the following: (1) working with Department of Education staff in developing the reports of the results of the 1983 fall readiness testing and the Spring, 1984, testing; (2) working with members of the General Assembly in support of adequate funding for implementing the program; (3) reviewing plans and materials developed by the Department of Education; (4) reviewing changes at the Federal

and State levels which may have implications for the BSAP; and (5) hearing concerns and comments from various groups and individuals.

Chairman Wallace Brown represented the Commission before both the Senate Education Committee and the House Committee on Education and Public Works. A listing of the Commission membership for 1983-84 is provided in Appendix F.

Appendix A
BASIC SKILLS RESOURCE MATERIALS

VIDEOTAPES, CURRENT PUBLICATIONS, AND FORTHCOMING PUBLICATIONS

Videotapes

1. Ready, Set, Go: Training for Cognitive Skills Assessment Battery, Educational Assessment Section, Office of Research, South Carolina Department of Education, Revised, 1980.*

This is a video-cassette tape that offers recommended administration and scoring procedures for the first grade readiness test.

2. "Let's Get Started: First Grade Readiness Activities," Office of General Education, State Department of Education, 1980.*

This is a video-cassette tape of a first grade teacher's classroom management techniques that insure appropriate attention to student deficiencies. The tape also includes segments showing students engaged in developmental activities, each of which addresses a specifically identified readiness skill.

*For the availability of ITV showings, consult ITV and Radio Staff Development Resources and Schedules for the current year.

Publications

1. 1978 Act No. 631 of the South Carolina General Assembly As Amended, Educational Assessment Section, Office of Research, South Carolina Department of Education, September, 1981. (Cost: Free)

This pamphlet provides the Basic Skills Assessment Program Act as amended in 1979 and 1981. Annotations have been incorporated on important elements in the law.

2. A Handbook for Understanding the Basic Skills Assessment Program, Educational Assessment Section, Office of Research, South Carolina Department of Education, December, 1980. (Out of Print)

This handbook provides an explanation and interpretation of each section of the Basic Skills Assessment Program Act. Answers to questions from local administrators and teachers are also addressed.

3. An Aide Is Not a Maid, Office of General Education, South Carolina Department of Education, May, 1979. (Cost: \$0.75)

This publication provides an explanation of what teachers should know about working with kindergarten aides.

4. Building Composition Skills, Office of General Education, South Carolina Department of Education, May, 1981. (Cost: Free)

This publication is for language arts teachers, Grades 1-12, and contains recommendations for teaching composition. Sections are included on the interrelationships of language arts, the writing process, and the place of writing in the total curriculum. A list of selected references and suggestions for parents to help their child become a better writer are also included.

5. First Steps to Success, Basic Skills Section, Office of General Education, South Carolina Department of Education, 1984. (Cost: Free)

This publication is designed to help parents of children in Grades 1, 2, and 3 learn more about the Basic Skills of Reading, Writing, and Mathematics. It also answers some questions parents often ask.

6. Kangaroo Book, Office of General Education, South Carolina Department of Education, August, 1982. (Cost: \$5.00)

This publication of experiential activities is intended to help teachers to plan appropriate programs for their students.

8. Learning Through Language for First Grade, Office of General Education, South Carolina Department of Education. (Cost: \$1.25)

This publication is intended to give the classroom teacher some practical suggestions for helping disadvantaged children develop readiness for reading instruction.

9. Learning Through Play: A Guide for Parents of 3-, 4-, or 5-Year Olds, Office of General Education, South Department of Education, 1981. (Cost: Free)

This publication contains developmental activities keyed to the 18 State Kindergarten Objectives. The activities were designed specifically for the parents of 3-, 4-, or 5-year olds and can easily be done at home.

10. Parent Activities for Learning Basic Skills, Office of General Education, South Carolina Department of Education, January, 1979. (Cost: \$3.00)

This publication is a collection of learning activities which were prepared to help parents reinforce learning in the basic skills of reading and mathematics for children in Grades K-3. This publication is intended to enhance the involvement of parents in the learning process of their children through positive home/school interaction.

11. Questions and Answers (Yellow Publication), Basic Skills Section, Office of General Education, South Carolina Department of Education. (Cost: Free)

This publication poses some of the most important questions asked of the law and provides the answers according to the law, as well as additional comments.

12. Questions and Answers (Blue and Yellow Pamphlet), Educational Assessment Section, Office of Research, South Carolina Department of Education. (Cost: Free)

This pamphlet addresses broad scope issues concerning the Basic Skills Assessment Program.

13. Ready or Not: A Report on the 1979 Statewide Readiness Test Administration and Results, Educational Assessment Section, Office of Research, South Carolina Department of Education, October, 1980. (Cost: \$1.00)

This publication presents interpretive information, along with the first year results of the 1979 Statewide Readiness Test Administration. Information on instructional implications and local reactions to the first year administration are also included.

14. Report on the Implementation of the Basic Skills Assessment Program, 1979-80, South Carolina Department of Education, December, 1979. (Out of Print)

This publication is a report to the legislature on the progress the Department made in its effort to comply with the Basic Skills Assessment Program legislation time schedule for Year 1 (1978-79).

15. Report on the Implementation of the Basic Skills Assessment Program, 1979-80, South Carolina Department of Education, December, 1980. (Out of Print)

This publication is a report to the legislature on the progress the Department made in its effort to comply with the Basic Skills Assessment Program legislation time schedule for Year 2 (1979-80).

16. Report on the Implementation of the Basic Skills Assessment Program, 1980-81, South Carolina Department of Education, December, 1981. (Cost: \$1.00)

This publication is a report to the legislature on the progress the Department made in its effort to comply with the Basic Skills Assessment Program legislation time schedule for Year 3 (1980-81).

17. Report on the Implementation of the Basic Skills Assessment Program, 1981-82, South Carolina Department of Education, February, 1982. (Cost: \$1.00)

This publication is a report to the legislature on the progress the Department made in its effort to comply with the Basic Skills Assessment Program legislation time schedule for Year 4 (1981-82).

18. Report on the Implementation of the Basic Skills Assessment Program, 1982-83, South Carolina Department of Education, December, 1983. (Cost: \$1.00)

This publication is a report to the legislature on the progress the Department made in its effort to comply with the Basic Skills Assessment Program legislation time schedule for Year 5 (1982-83).

19. South Carolina Word List, prepared by Instructional Objectives Exchange for the South Carolina Department of Education, June, 1983 (Fourth Printing). (Cost: \$1.00)

This publication contains a by-grade-level listing of words used in developing the Basic Skills Assessment Program Tests in Reading, Writing, and Mathematics. Note that for testing certain skills, words that are not on this list may be used.

20. State Objectives, Reading, Writing, and Mathematics, Grades K-12, South Carolina Department of Education, December, 1982 (Fourth Printing). (Cost: \$1.00)

This publication contains a listing of the 18 kindergarten objectives with their accompanying explanations and the 16 Basic Skills Objectives for Reading, Writing, and Mathematics with their accompanying measurement strategies.

21. Teaching and Testing Our Basic Skills Objectives, Reading, Educational Assessment Section, Office of Research, South Carolina Department of Education, September, 1981; January, 1983.

These publications (referred to as T&T) are for teachers in Grades 1-12 and provide them with a tool for curriculum and instructional development that is consistent with the assessment of the State Objectives in Reading. This guide provides a summary of how each objective is tested and how this information can be translated into activities for teaching basic skills. There are four different books in the Reading T&T Series, one for each of four grade ranges.

<u>Grade Level Series</u>	<u>Cost*</u>
<u>T&T Reading, Grades 1, 2, 3</u>	\$6.55
<u>T&T Reading, Grades 4, 5, 6</u>	\$6.55
<u>T&T Reading, Grades 7 & 8</u>	\$4.50
<u>T&T Reading, Grades 9-12</u>	\$7.50

*NOTE: These costs are subject to change.

22. Teaching and Testing Our Basic Skills Objectives, Mathematics, Educational Assessment Section, Office of Research, South Carolina Department of Education, September, 1981; January, 1983.

These publications (referred to as T&T) are for teachers in Grades 1-12 and provide them with a tool for curriculum and instructional development that is consistent with the assessment of the State Objectives in Mathematics. This guide provides a summary of how each objective is tested and how this information can be translated into activities for teaching basic skills. There are four different books in the Mathematics T&T Series, one for each of four grade ranges.

<u>Grade Level Series</u>	<u>Cost*</u>
<u>T&T Mathematics, Grades 1, 2, 3</u>	\$6.55
<u>T&T Mathematics, Grades 4, 5, 6</u>	\$6.55
<u>T&T Mathematics, Grades 7 & 8</u>	\$4.50
<u>T&T Mathematics, Grades 9-12</u>	\$7.50

*NOTE: These costs are subject to change.

23. Teaching and Testing Our Basic Skills Objectives, Writing, Grades 4-12, Educational Assessment Section, Office of Research, South Carolina Department of Education, November, 1984. (Cost: \$2.50)

This publication (referred to as T&T) will provide teachers in Grades 4-12 with a tool for curriculum and instructional development that is consistent with the State Objectives in Writing. T&T discusses the teaching of Writing, provides activities for teaching basic skills in Writing, and summarizes the BSAP testing and scoring procedures.

- * This date is the distribution date for the publication.
24. The Rainbow Book for First Grade, Office of General Education, South Carolina Department of Education, 1980. (Cost: \$3.00)

This publication contains developmental activities based on the 18 State Kindergarten Objectives. These activities were written specifically for first grade teachers to use with first grade students in bringing them into the formal curriculum as learning and maturity dictate.

25. Report on the Implementation of the Basic Skills Assessment Program, 1982-83, Educational Assessment Section, Office of Research, South Carolina Department of Education, December, 1983. (Cost: \$1.00)

This publication is a report to the legislature on the progress the Department made in its effort to comply to the Basic Skills Assessment Program legislation time schedule for Year 5 (1982-83).

Appendix B

MEMBERSHIP OF THE KINDERGARTEN COMMITTEE

KINDERGARTEN OBJECTIVES AND READINESS TEST REVIEW AND SELECTION COMMITTEE

Ms. Betty Addison
Kindergarten Teacher
Bishopville Primary School
Lee County School Dist.

Ms. Mary Kelly
Reading Consultant
S. C. Department of Education

Dr. Rosemary Althouse
Instructor
Winthrop College

Ms. Dorothy Lewis
First Grade Teacher
Nevitt Forest Elem. School
Anderson School Dist. #5

Ms. Emmie Atkinson
(member during 1978-79 only)
Asst. Supt. for Instruction
Marion School Dist. #1

Ms. Norma Love
First Grade Teacher
Walhalla Elem. School
Oconee County School Dist.

Ms. Elise Blakely
First Grade Teacher
Saluda Elem. School
Saluda County School Dist.

Ms. Veter Mack
Kindergarten Teacher
Elloree Elem. School
Orangeburg School Dist. #7

Ms. Katherine Brabham
Kindergarten Teacher
Ebinport Elem. School
York School Dist. #3

Mr. James T. McKim
Coord. of Elem. Educ.
Charleston County School Dist.

Ms. Betty Brunson
Kindergarten Teacher
Forest Hills Elem. School
Colleton County School Dist.

Ms. Sally Mullen
Kindergarten Teacher
L. B. Nelson Elem. School
Richland School Dist. #2

Ms. Hazel Cadle
First Grade Teacher
East Aiken Elem. School
Aiken School Dist.

Ms. Carol Pascua
Principal
Andrews Primary School
Georgetown County School Dist.

Ms. Betti Crosby
Primary Coordinator
Hampton School Dist. #1

Dr. Bill Quesenbery
Director, Res. & Eval.
Charleston County School Dist.

Ms. Phyllis Ford
Early Childhood Educ. Consult.
S. C. Department of Education

Ms. Lynette Smith
First Grade Teacher
Cross Elem. School
Berkeley County School Dist.

Dr. Martha Jean Heggins
Instructor
S. C. State College

Dr. Kevin Swick
Associate Professor
College of Education
University of South Carolina

Ms. Wanda Vickery
Kindergarten Teacher
Cades-Hebron Elem. School
Williamsburg County Schools

Note: Staff from the Educational Assessment Section (Dr. Vana H. Meredith, Chief Supervisor; Ms. Lynne Mappus, Dr. John M. Finch, and Mr. Roan Garcia-Quintana, Statisticians; and Mr. Terry L. Helsley and Mr. C. Lewie Hartley, Education Program Specialists) from the Office of Research (Dr. Paul D. Sandifer, Director) coordinated the committee activities and served as measurement consultants.

Appendix C
1983 CSAB READINESS RESULTS

COMPARISON OF CSAB RESULTS 1979, 1980, 1981, 1982, AND 1983

The following tables present the results of the analyses of the Fall, 1983, data. Comparable data are also provided for Fall, 1982; Fall, 1981; Fall, 1980; and Fall, 1979.

Table C.1 presents information about the numbers and percentages of students classified as "ready" or "not ready" for the total group (n=50,380) and for each of the racial/ethnic classifications. For ease of comparison, the data for 1979, 1980, 1981, 1982, and 1983 are presented in adjacent columns.

Table C.2 provides data on the percentages of students classified as "ready" by the type of educational program experienced as a five-year-old and indicates the percentage of the total population that participated in each type of program.

Table C.3 presents data for several sub-populations of students: female and male, first grade repeaters and non-repeaters, handicapped and non-handicapped, and those who were or were not eligible for participation in the free or reduced-price lunch program.

Table C.4 contains the grouped raw score distribution for all students.

TABLE C.1
Number and Percentages of Students in Each of the Classifications "Ready",
"Not Ready", and "Incomplete Data" by Racial/Ethnic Category and for the Total Group

Racial/Ethnic Category	Ready (Number) (Percent)					Not Ready (Number) (Percent)					Incomplete* (Number) (Percent)					Total (Number) (Percent)				
	1979	1980	1981	1982	1983	1979	1980	1981	1982	1983	1979	1980	1981	1982	1983	1979	1980	1981	1982	1983
American Indian	17 31.5	25 46.3	14 35.9	37 60.7	30 56.6	33 61.1	28 51.8	22 56.4	23 37.7	21 39.6	4 7.4	1 1.9	3 7.7	1 1.6	2 3.8	54 0.1	54 0.1	39 0.1	61 0.1	53 0.1
Asian American	171 65.0	183 67.3	189 74.4	218 74.7	207 77.5	79 30.0	71 26.1	54 21.1	65 22.3	55 20.6	13 5.0	18 6.6	11 4.3	9 3.1	5 1.9	263 0.5	272 0.6	254 0.5	292 0.6	267 0.5
Hispanic	63 64.3	53 53.0	63 67.7	77 61.6	95 73.1	30 30.6	41 41.0	28 30.1	38 30.4	31 23.9	5 5.1	6 6.0	2 2.2	10 8.0	4 3.1	98 0.2	100 0.2	93 0.2	125 0.3	130 0.3
Black	9,398 44.7	10,310 49.6	11,345 54.9	12,142 58.0	13,621 60.4	9,997 47.5	9,232 44.4	8,428 40.6	7,956 38.0	8,302 36.8	1,652 7.8	1,267 6.1	1,012 4.9	838 4.0	648 2.9	21,047 43.4	20,809 43.6	20,785 44.3	20,936 44.3	22,571 44.8
White	19,492 72.2	19,787 74.8	20,309 79.1	20,961 81.2	22,597 82.7	6,689 24.8	6,033 22.8	4,747 18.9	4,392 17.0	4,399 16.1	802 3.0	636 2.4	636 2.5	475 1.8	332 1.2	26,983 55.6	26,456 55.5	25,692 54.8	25,828 54.5	27,328 54.2
Unknown	47 58.8	4 66.6	27 69.2	46 65.7	22 71.0	23 28.7	1 16.7	7 18.0	16 22.9	6 19.4	10 12.5	1 16.7	5 12.8	8 11.4	3 9.7	80 0.2	6 0.0	39 0.1	70 0.2	31 0.6
All Students	29,188 60.2	30,362 63.7	31,948 68.1	33,481 70.8	36,572 72.6	16,851 34.7	15,406 32.3	13,287 28.3	12,490 26.4	12,814 25.4	2,486 5.1	1,929 4.0	1,670 3.6	1,341 2.8	994 2.0	48,525 100.0	47,697 100.0	46,905 100.0	47,312 100.0	50,380 100.0

*NOTE: Students were placed in the "Incomplete Data" category when two conditions occurred simultaneously: 1) responses for one or more test items were not recorded on the answer form and 2) the score obtained from the available data was less than 88. If condition #1 occurred but the obtained score was 88 or more, the student was classified as "Ready".

TABLE C.2

Number and Percentages of Students in Each of the Classifications "Ready", "Not Ready", and "Incomplete Data"
by Type of Educational Program Experienced as a Five-Year Old and for the Total Group

Type of Program	Ready (Number) (Percent)					Not Ready (Number) (Percent)					Incomplete* (Number) (Percent)					Total (Number) (Percent)				
	1979	1980	1981	1982	1983	1979	1980	1981	1982	1983	1979	1980	1981	1982	1983	1979	1980	1981	1982	1983
None	1,105 32.6	800 33.3	623 39.3	492 38.5	417 39.5	1,987 58.6	1,437 59.8	859 54.1	704 55.1	586 55.4	298 8.8	165 6.9	105 6.6	81 6.3	54 5.1	3,390 7.0	2,402 5.0	1,587 3.4	1,277 2.7	1,057 2.1
Public Kindergarten	22,358 61.9	24,235 64.7	26,196 68.6	27,905 71.1	30,906 72.8	12,041 33.3	11,742 31.4	10,673 27.9	10,234 26.1	10,704 25.2	1,748 4.8	1,461 3.9	1,334 3.5	1,113 2.8	832 2.0	36,147 74.7	37,438 78.5	38,203 81.8	39,252 83.0	42,442 84.2
Private or Non-Profit Kindergarten	3,584 79.2	3,768 81.3	3,545 84.2	3,619 84.7	3,797 86.7	820 18.1	775 16.7	584 13.9	601 14.1	552 12.6	121 2.7	93 2.0	79 1.9	53 1.2	32 0.7	4,525 9.3	4,636 9.7	4,208 9.0	4,273 9.0	4,381 8.7
Head Start	638 39.2	642 41.2	620 48.8	604 53.6	614 52.5	853 52.4	812 52.0	588 46.3	489 43.4	511 43.7	136 8.4	106 6.8	63 5.0	34 3.0	44 3.8	1,627 3.4	1,560 3.3	1,271 2.7	1,127 2.4	1,169 2.3
Other (Nursery Schools, etc.)	499 61.8	333 63.7	273 65.9	237 68.1	153 68.6	275 34.1	162 31.0	129 31.2	99 28.5	64 28.7	33 4.1	28 5.3	12 2.9	12 3.5	6 2.7	807 1.7	523 1.1	414 0.9	348 0.7	223 0.4
Unknown	930 48.7	576 51.1	568 55.5	624 60.3	685 61.8	838 43.9	477 42.3	392 38.3	363 35.1	397 35.8	141 7.4	74 6.6	63 6.2	48 4.6	26 2.3	1,909 3.9	1,127 2.4	1,023 2.2	1,035 2.2	1,108 2.2
ALL STUDENTS	29,114 60.2	30,354 63.7	31,825 68.1	33,481 70.8	36,572 72.6	16,815 34.7	15,405 32.3	13,225 28.3	12,490 26.4	12,814 25.4	2,477 5.1	1,927 4.0	1,656 3.5	1,341 2.8	994 2.0	48,406* 100.0	47,686* 100.0	46,706* 100.0	47,312 100.0	50,380 100.0

*NOTE: "Total" differs from total in Table I because the data for some students were not recorded on the response forms.

TABLE C.3

Number and Percentages of Students in Each of the Classifications "Ready",
 "Not Ready", and "Incomplete Data" by Sex, First Grade Repeater or Non-Repeater,
 Handicapped or Non-Handicapped, and Eligibility for Free/Reduced-Price Lunch Program

Group	Ready (Number) (Percent)					Not Ready (Number) (Percent)					Incomplete ^a (Number) (Percent)					Total (Number) (Percent)				
	1979	1980	1981	1982	1983	1979	1980	1981	1982	1983	1979	1980	1981	1982	1983	1979	1980	1981	1982	1983
Female	14,876 64.3	15,509 68.1	15,973 71.3	16,703 74.5	18,382 75.8	7,168 31.0	6,520 28.6	5,706 25.9	5,174 23.1	5,448 22.5	1,098 4.7	760 3.3	713 3.2	544 2.4	417 1.7	23,142 47.7	22,789 47.8	23,392 47.7	22,421 47.4	24,247 48.1
Male	14,286 56.4	14,850 59.6	15,951 65.2	16,716 67.4	18,172 69.6	9,672 38.1	8,886 35.7	7,572 30.9	7,301 29.4	7,362 28.2	1,382 5.5	1,169 4.7	949 3.9	782 3.2	576 2.2	25,340 52.2	24,905 52.2	24,472 52.2	24,799 52.4	26,110 51.8
Repeaters	2,807 56.7	3,234 63.4	3,802 70.2	4,317 74.0	4,934 76.9	1,865 37.7	1,661 32.6	1,427 26.3	1,380 23.6	1,373 21.4	279 5.6	205 4.0	189 3.5	141 2.4	111 1.7	4,951 10.2	5,100 10.7	5,418 11.6	5,838 12.3	6,418 12.7
Non-Repeaters	26,279 60.5	27,123 63.7	28,066 67.9	29,068 70.3	31,553 72.0	14,956 34.4	13,739 32.3	11,824 28.6	11,073 26.8	11,400 26.0	2,195 5.1	1,723 4.0	1,467 3.6	1,189 2.9	878 2.0	43,430 89.8	42,585 89.3	41,357 88.2	41,330 87.4	43,831 87.0
Handicapped	614 37.7	576 41.9	1,134 50.1	1,362 51.2	1,742 55.8	876 53.8	721 52.4	1,001 44.2	1,174 44.1	1,288 41.3	139 8.5	78 5.7	129 5.7	124 4.7	91 2.9	1,629 3.4	1,375 2.9	2,264 4.8	2,660 5.6	3,121 6.2
Non-Handicapped	28,485 60.9	29,777 64.3	30,740 69.1	32,004 72.0	34,726 73.8	15,947 34.1	14,680 31.7	12,241 27.5	11,235 25.3	11,441 24.3	2,336 5.0	1,850 4.0	1,528 3.4	1,191 2.7	896 1.9	46,768 96.6	46,307 97.1	44,509 94.9	44,430 93.9	47,063 93.4
Not Eligible for Free/Reduced Price Lunch	15,564 76.1	17,228 78.8	18,739 81.3	19,152 83.9	20,540 85.1	4,373 21.4	4,191 19.2	3,776 16.4	3,323 14.6	3,361 13.9	510 2.5	448 2.0	529 2.3	354 1.0	249 1.0	20,447 42.3	21,867 45.9	23,044 49.1	22,829 48.3	24,150 47.9
Eligible for Free/Reduced Price Lunch	2,085 61.8	2,701 67.1	2,422 70.5	2,177 72.8	2,370 75.9	1,122 33.2	1,190 29.5	916 26.7	725 24.3	704 22.5	169 5.0	137 29.5	99 2.9	87 2.9	50 1.6	3,376 7.0	4,028 8.4	3,437 7.3	2,989 6.3	3,124 6.2
Eligible for Free Lunch	7,607 42.6	10,405 47.8	10,472 52.6	11,905 56.5	13,233 59.0	8,798 49.2	10,012 46.0	8,420 42.3	8,300 39.4	8,521 38.0	1,461 8.2	1,343 6.2	1,009 5.1	861 4.1	665 3.0	17,866 36.9	21,760 45.7	19,901 42.4	21,066 44.5	22,419 44.5

*NOTE: Number and percentage for subgroups may differ from state totals due to incomplete data for some students, e.g. information on eligibility for free/reduced-price lunch programs was not available for 687 students in 1983.

TABLE C.4
Grouped CSAB Raw Score Distribution
All Students

Score Interval	Frequency				Cumulative Frequency				Percent				Cumulative Percent			
	1980	1981	1982	1983	1980	1981	1982	1983	1980	1981	1982	1983	1980	1981	1982	1983
0 - 10	14	8	8	2	14	8	8	2	.029	.002	.017	.004	.029	.017	.017	.004
11 - 20	21	6	14	9	35	14	22	11	.044	.015	.030	.018	.073	.032	.046	.022
21 - 30	64	54	44	36	99	68	66	47	.135	.113	.093	.071	.208	.145	.139	.093
31 - 40	171	128	88	87	270	196	154	134	.358	.273	.186	.173	.566	.418	.325	.266
41 - 50	449	335	310	252	719	531	464	386	.941	.714	.655	.500	1.507	1.132	.981	.766
51 - 60	1,094	821	760	703	1,813	1,352	1,224	1,089	2.294	1.750	1.606	1.395	3.801	2.882	2.587	2.162
61 - 70	2,567	2,085	1,733	1,810	4,380	3,437	2,957	2,899	5.382	4.446	3.663	3.593	9.183	7.328	6.250	5.754
71 - 80	5,859	5,066	4,611	4,603	10,239	8,503	7,568	7,502	12.284	10.800	9.746	9.137	21.467	18.128	15.996	14.891
81 - 87*	7,096	6,454	6,263	6,306	17,335	14,957	13,831	13,808	14.877	13.760	13.238	12.517	36.344	31.888	29.234	27.408
88 - 90	4,051	3,861	4,012	4,056	21,386	18,818	17,843	17,864	8.493	8.231	8.480	8.051	44.837	40.119	37.713	35.459
91 - 100	15,198	15,586	16,038	17,287	36,584	34,404	33,881	35,151	31.864	33.229	33.898	34.313	76.701	73.348	71.612	69.772
101 - 110	9,936	11,151	11,990	13,551	46,520	45,555	45,871	48,702	20.831	23.774	25.342	26.898	97.532	97.122	96.954	96.669
111 - 117	1,177	1,350	1,441	1,678	46,697	46,905	47,312	50,380	2.468	2.878	3.046	3.331	100.0	100.0	100.0	100.0

Appendix D

1983 BASIC SKILLS ASSESSMENT PROGRAM TEST RESULTS
BY SUBPOPULATIONS AND FOR THE TOTAL GROUP

SOUTH CAROLINA BASIC SKILLS ASSESSMENT PROGRAM

STATE SUMMARY REPORT

GRADE 1

TEST DATE: MAY 84

SKILL AREA	TOTAL TESTED	TOTAL STUDENTS				STUDENTS WHO MET STANDARD				STUDENTS WHO DID NOT MEET STANDARD			
		ADEQUATE NUMBER	%	NEEDING IMPROVEMENT NUMBER	%	ADEQUATE NUMBER	%	NEEDING IMPROVEMENT NUMBER	%	ADEQUATE NUMBER	%	NEEDING IMPROVEMENT NUMBER	%
MATHEMATICS MEAN = 769 HIGHEST = 897 MEDIAN = 771 LOWEST = 315 STANDARD = 700; SCORE RANGE = 241-897	49615	40268	81.2	9347	18.8								
OBJECTIVES: CONCEPTS		43704	88.1	5911	11.9	38345	95.2	1923	4.8	5359	57.3	3988	42.7
OPERATIONS		38150	76.9	11465	23.1	35769	88.8	4499	11.2	2381	25.5	6966	74.5
MEASUREMENT		41930	84.5	7685	15.5	37563	93.3	2705	6.7	4367	46.7	4980	53.3
GEOMETRY		44067	88.8	5548	11.2	38516	95.6	1752	4.4	5551	59.4	3796	40.6
PROBLEM SOLVING		43644	88.0	5971	12.0	39041	97.0	1227	3.0	4603	49.2	4744	50.8
READING MEAN = 790 HIGHEST = 955 MEDIAN = 786 LOWEST = 378 STANDARD = 700; SCORE RANGE = 378-955	49642	39703	80.0	9939	20.0								
OBJECTIVES: DECODING & WORD MEANING		44486	89.6	5156	10.4	38872	97.9	831	2.1	5614	56.5	4325	43.5
DETAILS		39478	79.5	10164	20.5	35909	90.4	3794	9.6	3569	35.9	6370	64.1
MAIN IDEA		41835	84.3	7807	15.7	38178	96.2	1525	3.8	3657	36.8	6282	63.2
REFERENCE USAGE		41595	83.8	8047	16.2	37819	95.3	1884	4.7	3776	38.0	6163	62.0
INFERENCE		42038	84.7	7604	15.3	38017	95.8	1686	4.2	4021	40.5	5918	59.5
ANALYSIS OF LITERATURE		40322	81.2	9320	18.8	36816	92.7	2887	7.3	3506	35.3	6433	64.7

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SOUTH CAROLINA BASIC SKILLS ASSESSMENT PROGRAM DEMOGRAPHIC REPORT

STATE REPORT

GRADE 1
TEST DATE: MAY 84

	MATHEMATICS								READING								
				TOTAL % NEEDING IMPROVEMENT								TOTAL % NEEDING IMPROVEMENT					
	NUMBER OF STUDENTS	MEAN SCALE SCORE	% ABOVE STD	CN	OP	ME	GE	PS	NUMBER OF STUDENTS	MEAN SCALE SCORE	% ABOVE STD	DW	DE	MI	RE	IN	AL
SEX																	
MALE	25555	765	80.0	13.4	25.2	15.9	10.3	13.0	25573	779	76.7	12.3	23.2	18.8	18.5	17.6	21.1
FEMALE	23982	774	82.4	10.3	20.8	15.0	12.2	11.0	23990	803	83.5	8.4	17.6	12.4	13.7	12.9	16.3
UNKNOWN	78	751	74.4	12.8	29.5	20.5	12.8	14.1	79	762	68.4	16.5	32.9	21.5	26.6	22.8	30.4
ETHNICITY																	
WHITE	27084	787	87.9	9.4	17.9	10.3	7.6	7.1	27101	812	86.5	5.6	15.2	11.0	11.1	11.5	14.0
BLACK	21940	747	72.7	15.0	29.6	22.0	15.7	18.2	21950	763	71.9	16.3	27.1	21.6	22.6	20.0	24.8
HISPANIC	127	775	87.4	15.0	22.0	13.4	7.1	8.7	126	786	78.6	11.9	20.6	19.0	13.5	19.0	20.6
ASIAN-AMERICAN	268	794	90.7	8.2	16.4	11.9	4.9	6.0	268	822	88.8	3.7	14.9	8.2	6.7	9.3	10.1
AMERICAN INDIAN	46	763	80.4	15.2	28.3	15.2	10.9	8.7	46	776	71.7	21.7	28.3	13.0	8.7	23.9	28.3
UNKNOWN	150	752	76.0	16.7	27.3	16.0	12.7	16.0	151	781	75.5	13.2	24.5	20.5	20.5	15.2	21.9
CHAPTER 1																	
NO READING & MATH	41131	780	85.4	9.9	19.4	12.4	9.5	9.0	41150	804	84.7	7.5	17.2	12.3	12.9	12.2	15.2
READING AND MATH	5093	714	57.8	22.7	42.5	32.5	21.5	28.0	5097	718	53.7	26.5	38.7	35.7	34.7	32.4	38.2
READING ONLY	2541	720	61.7	21.0	40.7	30.2	18.1	26.6	2543	730	59.1	22.7	36.0	30.2	30.2	29.3	35.0
MATH ONLY	272	743	69.1	19.5	35.3	19.9	12.5	16.5	272	744	66.9	19.9	26.8	21.0	28.7	23.2	29.8
UNKNOWN	578	755	74.2	14.0	30.8	18.7	11.9	18.0	580	774	73.6	15.7	24.8	20.3	21.6	20.7	23.3
LUNCH PROGRAM																	
NO F/R LUNCH	22515	795	90.5	7.4	15.1	8.3	6.3	6.2	22517	826	90.5	3.7	12.1	7.9	8.3	8.2	10.3
FREE LUNCH	23298	744	71.9	16.3	31.2	22.7	15.9	17.8	23319	756	69.4	17.2	28.7	23.4	24.0	22.3	26.9
REDUCED LUNCH	3642	771	82.5	11.9	21.0	14.4	11.0	11.1	3645	788	82.8	7.7	19.5	15.0	14.5	14.4	18.7
UNKNOWN	160	768	82.5	13.1	20.6	16.3	11.9	11.3	161	770	78.3	11.8	22.4	14.9	24.2	21.7	22.4
HANDICAPPED																	
HANDICAPPED	4927	729	64.2	22.2	36.9	27.8	17.3	24.2	4926	738	59.9	21.3	34.5	30.4	30.0	28.9	32.4
NOT HANDICAPPED	44443	774	83.1	10.7	21.6	14.1	10.5	10.7	44470	796	82.2	9.1	18.9	14.0	14.6	13.8	17.2
UNKNOWN	245	743	74.7	16.7	27.8	18.8	16.3	18.4	246	760	72.8	16.3	29.7	24.4	25.2	22.0	23.6
REPEATER																	
REPEATER	6072	764	82.9	9.7	20.8	15.0	12.9	12.0	6070	774	81.5	8.9	23.1	14.8	14.1	14.7	19.2
NON-REPEATER	43392	770	80.9	12.2	23.4	15.6	10.9	12.0	43420	793	79.8	10.6	20.1	15.8	16.5	15.4	18.7
UNKNOWN	151	751	76.2	17.2	25.2	17.9	13.9	14.6	152	747	67.8	19.1	31.6	25.7	26.3	27.6	28.3
ALL STUDENTS	49615	769	81.2	11.9	23.1	15.5	11.2	12.0	49642	790	80.0	10.4	20.5	15.7	16.2	15.3	18.8

SOUTH CAROLINA BASIC SKILLS ASSESSMENT PROGRAM

STATE SUMMARY REPORT

GRADE 2

TEST DATE: MAY 84

SKILL AREA	TOTAL TESTED	TOTAL STUDENTS				STUDENTS WHO MET STANDARD				STUDENTS WHO DID NOT MEET STANDARD			
		ADEQUATE		NEEDING IMPROVEMENT		ADEQUATE		NEEDING IMPROVEMENT		ADEQUATE		NEEDING IMPROVEMENT	
		NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
MATHEMATICS MEAN = 787 HIGHEST = 921 MEDIAN = 788 LOWEST = 466 STANDARD = 700; SCORE RANGE = 195-921	42645	35143	82.4	7502	17.6								
OBJECTIVES: CONCEPTS		33876	79.4	8769	20.6	31394	89.3	3749	10.7	2482	33.1	5020	66.9
OPERATIONS		31718	74.4	10927	25.6	30280	86.2	4863	13.8	1438	19.2	6064	80.8
MEASUREMENT		37825	88.7	4820	11.3	33389	95.0	1754	5.0	4436	59.1	3066	40.9
GEOMETRY		40525	95.0	2120	5.0	34725	98.8	418	1.2	5800	77.3	1702	22.7
PROBLEM SOLVING		37862	88.8	4783	11.2	33867	96.4	1276	3.6	3995	53.3	3507	46.7
READING MEAN = 774 HIGHEST = 951 MEDIAN = 776 LOWEST = 420 STANDARD = 700; SCORE RANGE = 298-951	42643	32193	75.5	10450	24.5								
OBJECTIVES: DECODING & WORD MEANING		35324	82.8	7319	17.2	30895	96.0	1298	4.0	4429	42.4	6021	57.6
DETAILS		30866	72.4	11777	27.6	28798	89.5	3395	10.5	2068	19.8	8382	80.2
MAIN IDEA		31144	73.0	11499	27.0	27985	86.9	4208	13.1	3159	30.2	7291	69.8
REFERENCE USAGE		37803	88.6	4840	11.4	31652	98.3	541	1.7	6151	58.9	4299	41.1
INFERENCE		33968	79.7	8675	20.3	31276	97.2	917	2.8	2692	25.8	7758	74.2
ANALYSIS OF LITERATURE		33401	78.3	9242	21.7	30829	95.8	1364	4.2	2572	24.6	7878	75.4

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SOUTH CAROLINA BASIC SKILLS ASSESSMENT PROGRAM DEMOGRAPHIC REPORT

STATE REPORT

GRADE 2
TEST DATE: MAY 84

	MATHEMATICS								READING								
				TOTAL % NEEDING IMPROVEMENT								TOTAL % NEEDING IMPROVEMENT					
	NUMBER OF STUDENTS	MEAN SCALE SCORE	% ABOVE STD	CN	OP	ME	GE	PS	NUMBER OF STUDENTS	MEAN SCALE SCORE	% ABOVE STD	DW	DE	MI	RE	IN	AL
SEX																	
MALE	21812	782	81.1	22.1	27.8	11.2	5.7	11.5	21810	761	70.1	20.8	33.7	29.7	14.0	25.2	26.1
FEMALE	20770	791	83.8	19.0	23.3	11.4	4.3	11.0	20769	787	81.2	13.4	21.3	24.2	8.5	15.3	17.0
UNKNOWN	63	802	85.7	14.3	22.2	9.5	3.2	11.1	64	786	85.9	15.6	18.8	23.4	10.9	9.4	15.6
ETHNICITY																	
WHITE	24134	810	89.8	14.8	18.6	7.3	2.7	7.1	24129	799	82.9	11.6	22.1	18.8	6.9	15.2	15.7
BLACK	17959	755	72.3	28.5	35.3	16.7	8.0	16.9	17964	740	65.3	24.6	35.3	38.1	17.5	27.4	29.8
HISPANIC	107	797	86.0	13.1	24.3	9.3	5.6	12.1	105	768	82.9	17.1	21.9	28.6	4.8	19.0	16.2
ASIAN-AMERICAN	260	827	95.4	11.2	10.4	6.2	2.3	3.1	259	809	89.6	9.3	15.1	15.1	4.6	9.7	12.7
AMERICAN INDIAN	65	782	84.6	20.0	27.7	9.2	7.7	13.0	65	747	61.5	24.6	38.5	33.8	21.5	33.8	41.5
UNKNOWN	120	780	76.7	25.0	25.0	18.3	5.0	8.3	121	774	76.9	21.5	26.4	23.1	11.6	19.0	20.7
CHAPTER 1																	
NO READING & MATH	35766	798	86.4	17.3	22.1	9.1	3.8	9.0	35760	788	81.0	13.2	23.3	22.5	8.4	16.0	16.9
READING AND MATH	2673	710	52.6	42.9	49.9	26.6	14.9	28.6	2678	678	35.0	47.5	59.7	59.2	35.3	52.6	56.3
READING ONLY	2330	731	63.4	37.8	42.9	22.0	10.4	20.2	2332	699	45.3	37.9	51.6	47.9	25.9	44.8	47.0
MATH ONLY	1201	737	66.9	31.6	40.9	21.5	8.3	21.7	1197	718	58.2	27.7	40.2	46.7	20.2	33.4	37.0
UNKNOWN	675	779	82.7	24.4	27.6	9.6	4.0	10.8	676	777	78.4	16.4	23.2	26.6	9.2	16.9	20.6
LUNCH PROGRAM																	
NO F/R LUNCH	20132	816	91.4	12.9	17.0	6.3	2.1	6.6	20121	810	86.8	8.9	18.9	15.9	5.2	11.8	12.1
FREE LUNCH	18965	756	72.6	28.7	34.8	16.6	8.1	16.2	18971	736	63.2	26.2	37.3	30.7	18.3	29.8	32.1
REDUCED LUNCH	3224	784	83.7	20.6	25.8	11.2	4.5	10.6	3227	770	76.4	16.5	26.4	27.9	9.7	18.8	21.2
UNKNOWN	324	787	87.7	19.8	23.8	8.3	2.8	7.4	324	791	85.8	10.2	16.7	19.8	6.2	11.7	11.7
HANDICAPPED																	
HANDICAPPED	3787	741	65.5	32.7	39.8	20.2	11.2	21.4	3764	713	49.7	35.4	50.3	43.8	26.8	41.7	44.2
NOT HANDICAPPED	38384	791	84.1	19.3	24.2	10.4	4.4	10.2	38405	780	78.0	15.4	25.5	25.3	9.9	18.3	19.5
UNKNOWN	474	779	82.9	23.0	27.0	9.9	3.6	10.5	474	775	78.9	15.6	22.6	29.1	8.6	15.4	16.9
REPEATER																	
REPEATER	2559	765	77.6	25.4	29.3	14.5	7.4	15.9	2554	724	58.5	27.8	42.5	38.1	18.2	34.7	36.9
NON-REPEATER	39692	788	82.7	20.2	25.4	11.1	4.8	10.9	39694	777	76.6	16.5	26.7	26.3	10.9	19.5	20.7
UNKNOWN	394	781	83.5	21.6	24.9	8.1	4.6	11.2	395	776	79.2	13.9	22.5	26.8	8.9	14.2	17.2
ALL STUDENTS	42645	787	82.4	20.6	25.6	11.3	5.0	11.2	42643	774	75.5	17.2	27.6	27.0	11.4	20.3	21.7

SOUTH CAROLINA BASIC SKILLS ASSESSMENT PROGRAM

STATE SUMMARY REPORT

GRADE 3

TEST DATE MAY 84

SKILL AREA	TOTAL TESTED	TOTAL STUDENTS				STUDENTS WHO MET STANDARD				STUDENTS WHO DID NOT MEET STANDARD			
		ADEQUATE NUMBER	%	NEEDING IMPROVEMENT NUMBER	%	ADEQUATE NUMBER	%	NEEDING IMPROVEMENT NUMBER	%	ADEQUATE NUMBER	%	NEEDING IMPROVEMENT NUMBER	%
MATHEMATICS MEAN = 800 HIGHEST = 1076 MEDIAN = 791 LOWEST = 327 STANDARD = 700; SCORE RANGE = 172-1076	42905	33899	79.0	9006	21.0		1						
OBJECTIVES: CONCEPTS		36966	86.2	5939	13.8	32443	95.7	1456	4.3	4523	50.2	4483	49.8
OPERATIONS		35855	83.6	7050	16.4	32044	94.5	1855	5.5	3811	42.3	5195	57.7
MEASUREMENT		32898	76.7	10007	23.3	30039	88.6	3860	11.4	2859	31.7	6147	68.3
GEOMETRY		35749	83.3	7156	16.7	30930	91.2	2969	8.8	4819	53.5	4187	46.5
PROBLEM SOLVING		35512	82.8	7393	17.2	31572	93.1	2327	6.9	3940	43.7	5066	56.3
READING MEAN = 765 HIGHEST = 955 MEDIAN = 762 LOWEST = 427 STANDARD = 700; SCORE RANGE = 310-955	42892	32982	76.9	9910	23.1								
OBJECTIVES: DECODING & WORD MEANING		32581	76.0	10311	24.0	29102	88.2	3880	11.8	3479	35.1	6431	64.9
DETAILS		34673	80.8	8219	19.2	30920	93.7	2062	6.3	3753	37.9	6157	62.1
MAIN IDEA		31847	74.2	11045	25.8	29512	89.5	3470	10.5	2335	23.6	7575	76.4
REFERENCE USAGE		38150	88.9	4742	11.1	32345	98.1	637	1.9	5805	58.6	4105	41.4
INFERENCE		34417	80.2	8475	19.8	31354	95.1	1628	4.9	3063	30.9	6847	69.1
ANALYSIS OF LITERATURE		35284	82.3	7608	17.7	31109	94.3	1873	5.7	4175	42.1	5735	57.9

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SOUTH CAROLINA BASIC SKILLS ASSESSMENT PROGRAM DEMOGRAPHIC REPORT

STATE REPORT

GRADE 3
TEST DATE: MAY 84

	MATHEMATICS									READING								
				TOTAL % NEEDING IMPROVEMENT									TOTAL % NEEDING IMPROVEMENT					
	NUMBER OF STUDENTS	MEAN SCALE SCORE	% ABOVE STD	CN	OP	ME	GE	PS		NUMBER OF STUDENTS	MEAN SCALE SCORE	% ABOVE STD	DW	DE	MI	RE	IN	AL
SEX																		
MALE	21861	798	78.6	14.8	19.0	21.6	17.6	16.0	21838	758	73.7	22.6	23.1	28.0	13.7	23.3	20.3	
FEMALE	20982	802	79.5	12.9	13.7	25.1	15.7	18.5	20992	771	80.3	25.5	15.0	23.4	8.3	16.0	15.1	
UNKNOWN	62	765	72.6	19.4	22.6	29.0	17.7	12.9	62	741	69.4	30.6	27.4	29.0	16.1	27.4	16.1	
ETHNICITY																		
WHITE	24562	831	87.3	8.8	12.2	14.6	10.4	11.8	24544	789	85.4	14.1	13.8	16.7	6.9	14.1	13.5	
BLACK	17793	756	67.4	20.9	22.4	35.6	25.4	24.9	17796	731	65.0	37.8	26.6	38.5	16.8	27.7	23.7	
HISPANIC	104	819	84.6	7.7	13.5	15.4	15.4	10.6	103	777	84.5	20.4	17.5	21.4	5.8	15.5	11.7	
ASIAN-AMERICAN	275	848	90.5	6.9	7.6	13.5	9.5	10.2	276	797	89.5	12.7	11.2	12.7	4.3	10.1	10.1	
AMERICAN INDIAN	42	759	76.2	26.2	26.2	26.2	21.4	19.0	42	730	66.7	31.0	26.2	40.5	16.7	33.3	33.3	
UNKNOWN	129	786	76.0	16.3	17.8	28.7	19.4	17.8	131	755	72.5	30.5	26.0	22.9	17.6	22.9	19.8	
CHAPTER 1																		
NO READING & MATH	35011	817	84.2	10.7	13.0	18.7	13.7	13.9	35000	780	83.7	18.7	14.7	20.0	7.4	14.7	13.8	
READING AND MATH	2803	692	43.2	36.6	39.6	54.9	37.5	39.5	2805	672	32.6	58.4	49.6	62.4	38.5	52.5	44.7	
READING ONLY	3070	738	63.3	23.5	28.4	36.8	24.2	26.4	3069	697	47.1	47.1	38.0	49.8	24.0	42.5	33.7	
MATH ONLY	1477	720	56.0	26.7	29.1	43.5	30.0	35.8	1475	717	62.0	37.1	28.1	42.1	19.3	30.7	25.8	
UNKNOWN	544	798	80.5	11.8	13.2	24.4	20.8	17.3	543	763	76.2	26.7	20.1	27.4	12.3	19.7	18.8	
LUNCH PROGRAM																		
NO F/R LUNCH	20477	840	89.1	7.9	9.8	13.8	9.9	11.1	20469	798	88.5	12.0	11.6	13.8	5.0	11.8	11.0	
FREE LUNCH	18864	757	68.2	20.4	23.5	33.8	24.2	23.8	18860	729	64.2	37.3	27.3	38.7	17.6	28.4	25.0	
REDUCED LUNCH	3392	792	78.6	13.6	17.0	22.5	16.2	18.0	3391	761	77.6	22.6	19.3	25.6	10.9	19.4	17.7	
UNKNOWN	172	796	77.3	11.6	15.1	28.5	20.3	16.3	172	759	75.0	28.5	22.7	30.2	15.1	21.5	20.9	
HANDICAPPED																		
HANDICAPPED	3475	735	58.6	28.2	32.1	40.4	27.1	30.1	3439	702	48.2	43.8	41.8	47.9	29.2	44.0	39.3	
NOT HANDICAPPED	39001	806	80.8	12.6	15.0	21.8	15.7	16.1	39025	770	79.5	22.2	17.1	23.7	9.4	17.6	15.8	
UNKNOWN	429	784	78.8	13.8	14.9	25.4	20.3	16.6	428	757	73.4	28.5	22.0	30.1	12.4	19.9	20.6	
REPEATER																		
REPEATER	2044	752	66.5	23.8	23.0	34.2	22.4	26.4	2038	713	56.8	39.0	33.5	42.3	21.1	38.0	31.4	
NON-REPEATER	40531	802	79.7	13.3	16.1	22.7	16.3	16.8	40524	767	77.9	23.2	18.4	24.9	10.5	18.8	17.0	
UNKNOWN	330	775	73.9	13.9	16.4	29.4	22.1	18.5	330	755	73.3	30.6	21.8	29.7	14.2	21.8	20.6	
ALL STUDENTS	42905	800	79.0	13.8	16.4	23.3	16.7	17.2	42892	765	76.9	24.0	19.2	25.8	11.1	19.8	17.7	

08573-002

SOUTH CAROLINA BASIC SKILLS ASSESSMENT PROGRAM

STATE SUMMARY REPORT

GRADE 6

TEST DATE: MAY 84

SKILL AREA	TOTAL TESTED	TOTAL STUDENTS				STUDENTS WHO MET STANDARD				STUDENTS WHO DID NOT MEET STANDARD			
		ADEQUATE		NEEDING IMPROVEMENT		ADEQUATE		NEEDING IMPROVEMENT		ADEQUATE		NEEDING IMPROVEMENT	
		NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
MATHEMATICS MEAN = 728 HIGHEST = 1085 MEDIAN = 717 LOWEST = 227 STANDARD = 700; SCORE RANGE = 227-1085	46618	26476	56.8	20142	43.2								
OBJECTIVES: CONCEPTS		34615	74.3	12003	25.7	25405	96.0	1071	4.0	9210	45.7	10932	54.3
OPERATIONS		25796	55.3	20822	44.7	21739	82.1	4737	17.9	4057	20.1	16085	79.9
MEASUREMENT		31867	68.4	14751	31.6	24035	90.8	2441	9.2	7832	38.9	12310	61.1
GEOMETRY		34846	74.7	11772	25.3	24715	93.3	1761	6.7	10131	50.3	10011	49.7
PROBLEM SOLVING		23959	51.4	22659	48.6	20098	75.9	6378	24.1	3861	19.2	16281	80.8
READING MEAN = 743 HIGHEST = 1009 MEDIAN = 739 LOWEST = 266 STANDARD = 700; SCORE RANGE = 266-1009	46651	30246	64.8	16405	35.2								
OBJECTIVES: DECODING & WORD MEANING		33200	71.2	13451	28.8	26597	87.9	3649	12.1	6603	40.2	9802	59.8
DETAILS		38162	81.8	8489	18.2	29408	97.2	838	2.8	8754	53.4	7651	46.6
MAIN IDEA		36145	77.5	10506	22.5	28653	94.7	1593	5.3	7492	45.7	8913	54.3
REFERENCE USAGE		31647	67.8	15004	32.2	25945	85.8	4301	14.2	5702	34.8	10703	65.2
INFERENCE		27415	58.8	19236	41.2	25252	83.5	4994	16.5	2163	13.2	14242	86.8
ANALYSIS OF LITERATURE		33717	72.3	12934	27.7	28349	93.7	1897	6.3	5368	32.7	11037	67.3
WRITING MEAN = 2.7 HIGHEST = 4.0 MEDIAN = 3.0 LOWEST = 0.0 STANDARD = 3; SCORE RANGE = 0-4	46507	33373	71.8	13134	28.2								
OBJECTIVES: HANDWRITING										13121	99.9	13	0.1
MECHANICS										4627	35.2	8507	64.8
WORD USAGE										2583	19.7	10551	80.3
SENTENCE FORMATION										5399	41.1	7735	58.9
COMPOSITION										9478	72.2	3656	27.8

08409-002

NOTE: AREAS NEEDING IMPROVEMENT IN WRITING ARE ONLY INDICATED FOR STUDENTS WHO DID NOT MEET THE STANDARD.

SOUTH CAROLINA BASIC SKILLS ASSESSMENT PROGRAM DEMOGRAPHIC REPORT

STATE REPORT

GRADE 6
TEST DATE MAY 84

	MATHEMATICS								READING								WRITING							
				TOTAL % NEEDING IMPROVEMENT								TOTAL % NEEDING IMPROVEMENT								TOTAL % NEEDING IMPROVEMENT				
	NUMBER OF STUDENTS	MEAN SCALE SCORE	% ABOVE STD	CN	OP	ME	GE	PS	NUMBER OF STUDENTS	MEAN SCALE SCORE	% ABOVE STD	DW	DE	MI	RE	IN	AL	NUMBER OF STUDENTS	% ABOVE STD	HN	MC	WU	SF	CP
SEX																								
MALE	23546	730	56.9	26.6	48.2	27.8	26.1	47.3	23572	733	59.9	31.1	22.6	24.0	37.0	45.5	31.6	23461	65.6	0.1	23.5	26.9	20.2	10.4
FEMALE	23052	727	56.7	24.9	41.1	35.6	24.4	49.9	23058	755	69.9	26.6	13.6	21.0	27.2	36.8	23.7	23026	70.0	0.0	13.0	18.4	13.0	5.3
UNKNOWN	20	700	40.0	40.0	55.0	50.0	40.0	60.0	21	711	42.9	19.0	23.8	33.3	33.3	47.6	61.9	20	65.0	0.0	30.0	20.0	20.0	15.0
ETHNICITY																								
WHITE	27553	761	70.6	17.8	35.5	20.1	17.9	35.8	27577	773	76.7	21.3	13.1	14.2	24.7	30.0	18.1	27511	85.0	0.0	10.7	10.4	8.2	4.1
BLACK	18454	678	35.9	37.9	58.6	49.1	36.3	68.0	18465	699	47.0	40.1	25.9	35.0	43.4	58.2	42.1	18392	51.8	0.1	29.8	41.2	29.3	13.5
HISPANIC	113	737	60.2	19.5	39.0	24.8	27.4	46.9	111	752	73.9	27.9	9.9	18.0	33.3	31.5	27.9	108	85.2	0.0	9.3	8.3	5.6	4.6
ASIAN-AMERICAN	285	814	84.9	6.0	16.1	14.7	11.9	25.3	285	797	83.9	20.4	6.7	11.6	17.5	19.6	14.0	283	86.2	0.0	7.1	11.7	8.5	3.2
AMERICAN INDIAN	146	699	45.9	36.3	56.2	42.5	33.6	51.4	146	709	50.0	33.6	29.5	26.0	42.5	58.9	37.7	144	58.3	0.0	24.3	31.3	27.1	11.1
UNKNOWN	67	689	40.3	29.9	62.7	46.3	40.3	56.7	67	699	40.3	46.3	28.4	36.8	43.3	56.7	47.8	69	58.0	0.0	34.8	31.9	29.0	20.3
CHAPTER 1																								
NO READING & MATH	39797	741	62.5	21.6	40.3	27.6	21.7	44.3	39821	756	71.1	25.1	14.9	18.7	27.9	35.9	22.9	39692	77.1	0.0	14.7	18.0	13.6	6.3
READING AND MATH	2024	621	9.3	63.3	80.4	60.1	59.5	83.8	2022	636	12.2	62.3	51.7	57.6	69.7	85.8	70.5	2019	22.9	0.1	52.5	65.8	47.0	24.8
READING ONLY	2279	659	25.4	44.1	68.3	54.1	43.1	74.5	2281	661	23.2	53.9	36.8	46.3	58.0	77.9	58.2	2274	38.4	0.1	40.1	52.1	32.8	16.4
MATH ONLY	1520	647	17.6	57.3	77.1	54.4	44.8	76.3	1522	677	34.4	43.9	32.5	39.7	55.7	67.1	51.9	1518	47.4	0.0	34.1	42.3	30.2	14.2
UNKNOWN	998	735	57.3	23.0	44.2	32.6	25.6	47.3	1005	744	64.6	29.4	18.8	22.2	32.0	39.1	28.6	1004	70.4	0.0	18.3	25.0	19.0	6.8
LUNCH PROGRAM																								
NO F/R LUNCH	23589	769	73.5	15.3	32.5	19.2	15.9	34.8	23604	782	80.3	18.6	10.9	12.4	21.5	26.6	15.4	23560	86.8	0.0	9.0	9.5	7.3	3.5
FREE LUNCH	18944	680	36.5	38.6	59.3	46.9	36.7	65.1	18957	698	45.9	41.1	27.1	35.0	45.0	58.8	43.0	18870	52.7	0.1	30.0	39.3	28.5	13.5
REDUCED LUNCH	3737	719	55.1	26.6	46.3	32.3	26.5	51.9	3736	735	63.9	30.4	18.5	22.8	33.8	43.6	27.7	3722	73.1	0.0	17.6	21.2	15.4	7.0
UNKNOWN	348	718	49.4	24.7	50.3	36.8	27.0	54.0	354	726	57.1	34.5	25.7	27.1	38.7	47.7	34.5	355	68.7	0.0	18.0	25.4	20.3	8.7
HANDICAPPED																								
HANDICAPPED	2715	643	21.0	55.3	73.3	55.0	53.5	74.5	2707	650	24.2	57.6	50.1	50.4	66.3	74.9	61.4	2676	32.2	0.3	50.3	52.7	40.9	26.3
NOT HANDICAPPED	43206	734	59.0	23.9	42.9	30.2	23.5	46.9	43242	749	67.4	27.0	16.1	20.7	30.0	39.1	25.6	43129	74.2	0.0	16.3	20.8	15.1	6.7
UNKNOWN	697	732	56.8	22.5	45.2	32.9	24.8	51.4	702	739	62.8	30.1	21.9	24.1	32.8	42.9	28.6	702	70.8	0.0	20.1	24.4	17.0	6.7
REPEATER																								
REPEATER	2143	672	32.6	42.9	64.3	43.7	42.3	63.7	2148	682	37.9	43.1	33.9	38.0	53.1	65.1	51.1	2126	45.1	0.0	38.2	43.9	34.3	18.3
NON-REPEATER	43950	731	58.1	24.9	43.7	31.0	24.4	47.8	43971	747	66.3	28.1	17.3	21.7	31.1	40.0	26.5	43849	73.2	0.0	17.2	21.6	15.7	7.3
UNKNOWN	525	717	50.3	27.8	47.4	37.3	30.1	56.2	532	718	54.9	35.9	26.7	30.6	39.7	50.0	35.7	532	63.2	0.0	25.8	30.6	20.7	10.2
ALL STUDENTS	46618	728	56.8	25.7	44.7	31.6	25.3	48.6	46651	743	64.8	28.8	18.2	22.5	32.2	41.2	27.7	46507	71.8	0.0	18.3	22.7	16.6	7.9

085/2-003

NOTE: AREAS NEEDING IMPROVEMENT IN WRITING ARE ONLY INDICATED FOR STUDENTS WHO DID NOT MEET THE STANDARD

SOUTH CAROLINA BASIC SKILLS ASSESSMENT PROGRAM

STATE SUMMARY REPORT

GRADE 8

TEST DATE: MAY 84

SKILL AREA	TOTAL TESTED	TOTAL STUDENTS				STUDENTS WHO MET STANDARD				STUDENTS WHO DID NOT MEET STANDARD			
		ADEQUATE NUMBER	%	NEEDING IMPROVEMENT NUMBER	%	ADEQUATE NUMBER	%	NEEDING IMPROVEMENT NUMBER	%	ADEQUATE NUMBER	%	NEEDING IMPROVEMENT NUMBER	%
MATHEMATICS MEAN = 716 HIGHEST = 1090 MEDIAN = 704 LOWEST = 311 STANDARD = 700; SCORE RANGE = 311-1090	47293	25445	53.8	21848	46.2								
OBJECTIVES: CONCEPTS		28479	60.2	18814	39.8	22580	88.7	2865	11.3	5899	27.0	15949	73.0
OPERATIONS		33597	71.0	13696	29.0	23755	93.4	1690	6.6	9842	45.0	12006	55.0
MEASUREMENT		27516	58.2	19777	41.8	22116	86.9	3329	13.1	5400	24.7	16448	75.3
GEOMETRY		30196	63.8	17097	36.2	22080	86.8	3365	13.2	8116	37.1	13732	62.9
PROBLEM SOLVING		30218	63.9	17075	36.1	21766	85.5	3679	14.5	8452	38.7	13396	61.3
READING MEAN = 726 HIGHEST = 983 MEDIAN = 724 LOWEST = 264 STANDARD = 700; SCORE RANGE = 264-983	47456	28485	60.0	18971	40.0								
OBJECTIVES: DECODING & WORD MEANING		27545	58.0	19911	42.0	22428	78.7	6057	21.3	5117	27.0	13854	73.0
DETAILS		39621	83.5	7835	16.5	28051	98.5	434	1.5	11570	61.0	7401	39.0
MAIN IDEA		31740	66.9	15716	33.1	25129	88.2	3356	11.8	6611	34.8	12360	65.2
REFERENCE USAGE		32237	67.9	15219	32.1	25331	88.9	3154	11.1	6906	36.4	12065	63.6
INFERENCE		31286	65.9	16170	34.1	26357	92.5	2128	7.5	4929	26.0	14042	74.0
ANALYSIS OF LITERATURE		29846	62.9	17610	37.1	25211	88.5	3274	11.5	4635	24.4	14336	75.6
WRITING MEAN = 2.8 HIGHEST = 4.0 MEDIAN = 3.0 LOWEST = 0.0 STANDARD = 3; SCORE RANGE = 0-4	47281	34198	72.3	13083	27.7								
OBJECTIVES: HANDWRITING										13076	99.9	7	0.1
MECHANICS										3808	29.1	9275	70.9
WORD USAGE										2151	16.4	10932	83.6
SENTENCE FORMATION										5368	41.0	7715	59.0
COMPOSITION										10921	83.5	2162	16.5

08489-002

NOTE: AREAS NEEDING IMPROVEMENT IN WRITING ARE ONLY INDICATED FOR STUDENTS WHO DID NOT MEET THE STANDARD.

SOUTH CAROLINA BASIC SKILLS ASSESSMENT PROGRAM DEMOGRAPHIC REPORT

STATE REPORT

GRADE 8
TEST DATE MAY 84

	MATHEMATICS								READING								WRITING							
				TOTAL % NEEDING IMPROVEMENT								TOTAL % NEEDING IMPROVEMENT							TOTAL % NEEDING IMPROVEMENT					
	NUMBER OF STUDENTS	MEAN SCALE SCORE	% ABOVE STD	CN	OP	ME	GE	PS	NUMBER OF STUDENTS	MEAN SCALE SCORE	% ABOVE STD	DW	DE	MI	RE	IN	AL	NUMBER OF STUDENTS	% ABOVE STD	HN	MC	WU	SF	CP
SEX																								
MALE	23665	718	53.9	39.4	32.4	38.4	36.1	35.5	23748	721	56.7	39.8	19.8	32.9	35.5	39.0	41.0	23603	64.2	0.0	26.2	29.4	20.8	6.5
FEMALE	23595	713	53.7	40.1	25.5	45.2	36.2	36.7	23676	731	63.3	44.1	13.2	33.3	28.6	29.1	33.2	23648	80.4	0.0	13.0	16.9	11.8	2.7
UNKNOWN	33	700	54.5	48.5	36.4	42.4	36.4	33.3	32	708	50.0	68.8	15.6	28.1	46.9	50.0	37.5	30	70.0	0.0	26.7	26.7	16.7	10.0
ETHNICITY																								
WHITE	28876	743	66.7	30.3	22.2	30.8	27.4	26.2	28977	753	73.0	31.0	11.3	24.0	22.5	24.4	26.3	28807	84.9	0.0	11.5	11.2	8.4	2.2
BLACK	17847	670	32.5	55.4	40.2	60.0	50.6	52.3	17910	681	38.9	59.8	25.0	48.0	47.7	49.8	54.8	17826	52.0	0.0	32.9	42.5	29.2	8.4
HISPANIC	88	738	63.6	29.5	21.6	28.4	27.3	34.1	87	741	67.8	37.9	13.8	26.4	24.1	36.8	26.4	87	80.5	0.0	10.3	14.9	8.0	2.3
ASIAN-AMERICAN	275	798	85.5	16.7	7.6	16.0	16.4	20.7	276	768	75.7	28.6	9.1	18.5	22.5	22.1	23.6	274	77.7	0.0	14.2	20.1	10.9	2.9
AMERICAN INDIAN	146	694	41.8	46.6	32.2	46.6	47.9	37.0	145	698	47.6	49.7	22.1	42.1	40.7	44.8	48.3	147	63.9	0.0	26.5	28.6	20.4	2.7
UNKNOWN	61	701	50.8	44.3	34.4	47.5	34.4	42.6	61	712	49.2	54.1	14.8	27.9	34.4	49.2	36.1	60	70.0	0.0	23.3	25.0	16.7	6.7
CHAPTER 1																								
NO READING & MATH	43093	722	56.8	37.3	26.9	39.5	33.9	34.3	43224	732	63.3	39.6	14.7	30.8	29.5	31.4	34.4	43065	75.4	0.0	17.2	20.3	14.4	3.9
READING AND MATH	737	615	4.5	83.9	64.3	81.0	70.4	67.6	739	613	4.9	84.0	54.3	74.2	79.2	84.6	85.3	733	15.1	0.1	63.6	76.3	52.7	18.7
READING ONLY	1084	639	14.7	70.7	52.4	71.3	65.0	62.6	1079	632	9.3	76.5	41.2	69.3	68.1	75.5	77.9	1074	25.7	0.0	53.0	67.7	40.8	11.7
MATH ONLY	882	627	7.6	76.0	62.2	77.6	66.8	66.2	885	644	15.9	71.0	36.8	61.0	67.3	66.9	72.7	882	35.0	0.0	50.5	55.9	44.0	13.2
UNKNOWN	1497	702	48.7	44.7	34.8	46.9	42.0	36.9	1529	717	56.0	46.2	19.9	35.9	35.3	37.8	41.5	1527	67.7	0.0	25.0	27.4	19.4	5.4
LUNCH PROGRAM																								
NO F/R LUNCH	27065	746	68.1	29.2	20.5	30.2	26.1	26.3	27139	757	74.9	30.2	10.1	22.8	21.3	22.7	24.4	27074	85.2	0.0	10.8	11.3	8.4	2.1
FREE LUNCH	16605	668	31.6	56.5	42.0	59.7	52.1	51.5	16673	677	36.7	60.0	26.8	49.2	49.2	51.8	56.9	16576	51.8	0.0	33.6	42.0	29.0	8.6
REDUCED LUNCH	3033	699	47.8	42.8	33.0	47.2	38.9	40.0	3045	711	54.5	47.4	17.7	37.2	34.5	39.1	41.4	3029	69.9	0.0	21.0	24.8	17.7	4.6
UNKNOWN	590	715	54.4	39.5	29.2	44.1	35.8	33.9	599	728	61.4	42.9	17.0	31.2	32.7	32.1	38.9	602	70.6	0.0	23.3	25.4	17.3	3.7
HANDICAPPED																								
HANDICAPPED	2330	634	16.1	74.1	56.1	70.1	68.3	61.3	2330	631	17.0	71.3	51.0	63.4	68.8	73.5	74.4	2296	26.0	0.1	58.7	60.8	46.5	18.6
NOT HANDICAPPED	44217	720	55.8	37.9	27.5	40.3	34.4	34.8	44373	731	62.3	40.4	14.7	31.5	30.1	32.0	35.1	44229	74.8	0.0	17.5	21.1	14.8	3.8
UNKNOWN	746	709	52.0	41.8	29.9	44.4	39.7	35.5	753	725	58.2	43.6	17.5	33.5	34.3	36.4	39.7	756	71.2	0.0	22.9	25.0	15.9	4.6
REPEATER																								
REPEATER	1882	665	28.5	59.6	49.4	58.1	52.7	48.5	1905	665	31.6	57.8	34.1	54.0	55.6	59.7	63.4	1860	45.8	0.0	41.7	46.1	33.5	10.5
NON-REPEATER	44627	718	54.9	38.9	28.1	41.1	35.4	35.5	44760	729	61.3	41.2	15.7	32.2	31.0	32.9	35.9	44625	73.5	0.0	18.6	22.1	15.6	4.3
UNKNOWN	784	705	50.3	43.2	31.8	44.9	41.6	38.3	791	721	56.9	46.1	19.6	35.4	34.5	37.0	39.9	796	70.2	0.0	23.2	24.9	16.5	5.4
ALL STUDENTS	47293	716	53.8	39.8	29.0	41.8	36.2	36.1	47456	726	60.0	42.0	16.5	33.1	32.1	34.1	37.1	47281	72.3	0.0	19.6	23.1	16.3	4.6

SOUTH CAROLINA BASIC SKILLS ASSESSMENT PROGRAM

STATE SUMMARY REPORT

GRADE 11

TEST DATE MAY 84

SKILL AREA	TOTAL TESTED	TOTAL STUDENTS				STUDENTS WHO MET STANDARD				STUDENTS WHO DID NOT MEET STANDARD			
		ADEQUATE NUMBER	%	NEEDING IMPROVEMENT NUMBER	%	ADEQUATE NUMBER	%	NEEDING IMPROVEMENT NUMBER	%	ADEQUATE NUMBER	%	NEEDING IMPROVEMENT NUMBER	%
MATHEMATICS MEAN = 747 HIGHEST = 1192 MEDIAN = 734 LOWEST = 207 STANDARD = 700, SCORE RANGE = 207-1192	37377	23932	64.0	13445	36.0								
OBJECTIVES: CONCEPTS		24824	66.4	12553	33.6	21277	88.9	2655	11.1	3547	26.4	9898	73.6
OPERATIONS		27780	74.3	9597	25.7	22499	94.0	1433	6.0	5281	39.3	8164	60.7
MEASUREMENT		21313	57.0	16064	43.0	19500	81.5	4432	18.5	1813	13.5	11632	86.5
GEOMETRY		28838	77.2	8539	22.8	22578	94.3	1354	5.7	6260	46.6	7185	53.4
PROBLEM SOLVING		27028	72.3	10349	27.7	21519	89.9	2413	10.1	5509	41.0	7936	59.0
READING MEAN = 739 HIGHEST = 1086 MEDIAN = 739 LOWEST = 232 STANDARD = 700, SCORE RANGE = 232-1086	37527	25312	67.5	12215	32.5								
OBJECTIVES: DECODING & WORD MEANING		26728	71.2	10799	28.8	23172	91.5	2140	8.5	3556	29.1	8659	70.9
DETAILS		25749	68.6	11778	31.4	22312	88.1	3000	11.9	3437	28.1	8778	71.9
MAIN IDEA		25504	68.0	12023	32.0	22809	90.1	2503	9.9	2695	22.1	9520	77.9
REFERENCE USAGE		29421	78.4	8106	21.6	23985	94.8	1327	5.2	5436	44.5	6779	55.5
INFERENCE		25572	68.1	11955	31.9	22411	88.5	2901	11.5	3161	25.9	9054	74.1
ANALYSIS OF LITERATURE		28490	75.9	9037	24.1	23802	94.0	1510	6.0	4688	38.4	7527	61.6
WRITING MEAN = 2.8 HIGHEST = 4.0 MEDIAN = 2.8 LOWEST = 0.0 STANDARD = 3, SCORE RANGE = 0-4	37392	25329	67.7	12063	32.3								
OBJECTIVES: HANDWRITING										12057	100.0	6	0.0
MECHANICS										4389	36.4	7674	63.6
WORD USAGE										1741	14.4	10322	85.6
SENTENCE FORMATION										6209	51.5	5854	48.5
COMPOSITION										10233	84.8	1830	15.2

08489-002 NOTE: AREAS NEEDING IMPROVEMENT IN WRITING ARE ONLY INDICATED FOR STUDENTS WHO DID NOT MEET THE STANDARD.

SOUTH CAROLINA BASIC SKILLS ASSESSMENT PROGRAM DEMOGRAPHIC REPORT

STATE REPORT

GRADE 11
TEST DATE MAY 84

	MATHEMATICS								READING								WRITING							
				TOTAL % NEEDING IMPROVEMENT								TOTAL % NEEDING IMPROVEMENT							TOTAL % NEEDING IMPROVEMENT					
	NUMBER OF STUDENTS	MEAN SCALE SCORE	% ABOVE STD	CN	OP	ME	GE	PS	NUMBER OF STUDENTS	MEAN SCALE SCORE	% ABOVE STD	DW	DE	MI	RE	IN	AL	NUMBER OF STUDENTS	% ABOVE STD	HN	MC	WU	SF	CP
SEX																								
MALE	18565	759	68.3	31.3	23.8	37.2	19.5	25.1	18655	732	65.1	28.5	35.9	33.7	23.1	35.8	25.5	18570	59.6	0.0	27.2	33.9	19.4	6.9
FEMALE	18789	735	59.8	35.8	27.5	48.7	26.1	30.2	18850	745	69.8	29.0	26.9	30.3	20.1	27.9	22.6	18802	75.8	0.0	13.9	21.4	11.9	2.9
UNKNOWN	23	668	34.8	47.8	56.5	73.9	39.1	56.5	22	658	36.4	59.1	50.0	59.1	36.4	54.5	54.5	20	45.0	0.0	35.0	45.0	45.0	15.0
ETHNICITY																								
WHITE	21831	787	81.5	20.3	15.3	26.6	11.9	15.8	21909	772	83.9	13.3	20.1	18.0	11.2	19.7	12.8	21878	84.8	0.0	10.4	11.3	6.3	2.3
BLACK	15051	688	38.5	53.1	41.0	66.9	38.9	45.1	15118	691	43.6	51.2	47.8	52.4	36.7	49.3	40.4	15026	43.1	0.0	35.2	51.2	29.1	8.6
HISPANIC	107	747	66.4	29.0	25.2	40.2	17.8	28.0	107	748	72.0	20.6	29.0	25.2	16.8	31.8	13.1	107	61.7	0.0	26.2	34.6	18.7	5.6
ASIAN-AMERICAN	209	826	88.0	17.2	7.2	22.0	4.8	12.0	211	765	82.0	17.5	20.9	21.8	14.7	28.0	16.6	207	71.0	0.0	12.1	24.6	14.0	3.9
AMERICAN INDIAN	70	715	54.3	41.4	30.0	58.6	31.4	41.4	71	705	49.3	33.8	42.3	42.3	29.6	54.9	35.2	71	57.7	0.0	29.6	35.2	19.7	12.7
UNKNOWN	109	722	48.6	40.4	34.9	45.9	36.7	36.7	111	694	45.0	43.2	47.7	49.5	33.3	49.5	45.9	103	50.5	0.0	32.0	43.7	28.2	9.7
CHAPTER 1																								
DID NOT MEET READING & MATH	33291	749	64.9	32.9	25.0	42.4	22.4	27.1	33421	740	68.3	28.1	30.7	31.2	20.9	31.3	23.6	33309	68.5	0.0	20.0	26.9	15.1	4.6
MEET READING AND MATH	16	683	37.5	62.5	37.5	68.8	56.3	31.3	16	663	18.8	56.3	75.0	81.3	43.8	68.8	50.0	16	18.8	0.0	56.3	75.0	37.5	18.8
MEET READING ONLY	45	643	15.6	73.3	48.9	84.4	62.2	62.2	49	640	10.2	71.4	73.5	73.5	67.3	73.5	71.4	50	18.0	2.0	70.0	80.0	40.0	14.0
MEET MATH ONLY	8	693	37.5	62.5	50.0	75.0	25.0	25.0	9	680	44.4	44.4	33.3	44.4	44.4	55.6	44.4	9	44.4	0.0	44.4	33.3	22.2	11.1
UNKNOWN	4017	734	57.7	39.0	30.6	47.5	26.2	32.3	4032	726	61.1	33.3	36.5	38.4	26.4	35.5	27.7	4008	62.3	0.0	23.8	32.6	19.5	7.1
LUNCH PROGRAM																								
NO P/R LUNCH	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
FREE LUNCH	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
REDUCED LUNCH	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
UNKNOWN	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
HANDICAPPED																								
HANDICAPPED	1043	649	20.0	72.6	63.1	79.7	51.0	55.4	1057	638	16.5	72.4	77.1	78.3	61.5	74.0	63.6	1021	15.8	0.5	62.3	73.7	44.3	22.8
NOT HANDICAPPED	33197	751	65.9	32.0	24.1	41.4	21.6	26.4	33317	743	69.6	27.0	29.5	30.0	19.9	30.2	22.5	33245	69.9	0.0	18.9	25.7	14.4	4.1
UNKNOWN	3137	735	58.5	37.8	29.8	47.1	26.4	32.5	3153	726	61.5	32.6	36.1	30.5	25.9	35.6	27.8	3126	62.0	0.0	24.0	32.8	19.4	7.3
REPEATER																								
REPEATER	1040	691	40.1	53.8	42.7	61.2	39.4	40.9	1040	685	40.6	48.4	54.6	56.5	40.5	55.9	43.2	1014	41.0	0.1	38.7	50.1	31.5	11.7
NON REPEATER	33530	750	65.3	32.5	24.7	42.0	22.1	26.8	33669	741	68.8	27.8	30.2	30.8	20.6	30.8	23.2	33587	69.1	0.0	19.6	26.5	14.8	4.5
UNKNOWN	2807	735	57.7	38.5	30.7	47.3	25.5	33.1	2818	726	61.1	32.9	36.7	38.3	26.2	36.2	27.9	2791	61.5	0.0	24.5	33.3	19.6	7.5
ALL STUDENTS	37377	747	64.0	33.6	25.7	43.0	22.8	27.7	37527	739	67.5	28.8	31.4	32.0	21.6	31.9	24.1	37392	67.7	0.0	20.5	27.6	15.7	4.9

Appendix E

BASIC SKILLS ASSESSMENT PROGRAM:
TEST RESULTS BY DISTRICT

HSAP DISTRICT TEST SCORE SUMMARY
(THE * INDICATES THAT THE SCORE IS NOT AVAILABLE.)

DISTRICT	SCHOOL YEAR	HSAP READING						HSAP MATHEMATICS						HSAP WRITING					
		G1	G2	G3	G4	G5	G11	G1	G2	G3	G4	G5	G11	G1	G2	G3	G4	G5	G11
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HSAP DISTRICT TEST SCORE SUMMARY
PERCENT MEETING STANDARD
(CIR * INDICATES THAT THE SCORE IS NOT AVAILABLE.)

DISTRICT	SCHOOL YEAR	HSAP READING						HSAP MATHEMATICS						HSAP WRITING			
		G1	G2	G3	STANDARD	G8	G11	G1	G2	G3	STANDARD	G8	G11	G6	G8	STANDARD	2 FREE LUNCH
ANDERSON 4																	
	1980-1981	77.6	75.1	79.5	60.9	59.5	*	73.6	84.8	64.4	45.7	47.8	*	*	*	*	*
	1981-1982	75.0	85.0	82.1	66.3	61.4	75.3	70.5	79.4	72.8	52.9	39.8	72.7	*	*	*	*
	1982-1983	85.3	85.6	84.0	76.3	64.3	75.9	78.5	91.4	87.4	64.2	34.7	60.0	87.9	71.6	71.0	51.6
	1983-1984	85.4	85.4	91.7	75.4	71.2	62.0	87.0	92.0	88.2	59.6	44.5	57.5	74.3	78.4	72.0	52.3
ANDERSON 5																	
	1980-1981	71.9	72.6	77.4	69.1	59.7	*	74.0	80.4	68.0	56.2	43.3	*	*	*	*	*
	1981-1982	75.3	71.8	79.7	72.0	57.3	71.8	75.7	64.6	83.2	59.8	38.8	72.0	*	*	*	*
	1982-1983	76.9	74.8	84.1	74.2	61.6	65.9	80.6	81.0	82.7	65.1	45.6	60.2	74.6	71.4	71.9	50.9
	1983-1984	82.6	82.9	85.7	75.6	63.6	72.5	84.1	88.1	86.4	67.1	50.1	62.4	82.9	74.8	73.9	51.6
BAMFEG 1																	
	1980-1981	73.3	60.1	68.9	45.8	51.5	*	65.9	62.2	60.5	43.1	35.8	*	*	*	*	*
	1981-1982	79.1	57.2	58.1	57.5	42.6	52.0	68.2	56.5	54.7	39.1	32.2	48.0	*	*	*	*
	1982-1983	89.1	64.7	64.6	54.1	48.7	54.5	81.5	81.2	61.1	50.9	28.0	53.1	59.7	65.5	54.5	62.7
	1983-1984	77.4	74.6	75.2	62.3	47.4	56.3	80.8	81.0	70.8	47.3	42.5	55.7	69.7	60.9	62.5	65.4
BAMFEG 2																	
	1980-1981	89.6	59.6	57.3	49.1	37.9	*	55.2	52.8	35.7	34.8	18.4	*	*	*	*	*
	1981-1982	87.5	33.9	41.5	50.0	36.4	44.4	51.7	38.6	44.2	36.3	18.2	49.5	52.1	64.2	44.0	79.5
	1982-1983	76.9	73.1	58.5	43.3	48.6	45.2	71.2	80.7	68.3	44.3	18.3	33.0	46.9	76.1	45.0	81.3
	1983-1984	85.4	64.8	58.7	46.4	45.1	46.4	81.0	68.5	72.5	43.4	74.3	34.7	46.9	76.1	45.0	81.3
BAMFELL 19																	
	1980-1981	64.0	57.9	64.9	55.8	28.2	*	70.8	76.8	73.4	44.2	15.4	*	*	*	*	*
	1981-1982	50.0	56.3	74.7	54.8	41.6	53.8	56.0	72.5	75.8	43.0	27.3	53.8	48.1	55.7	54.7	73.2
	1982-1983	66.3	69.2	90.1	48.1	61.4	57.3	79.1	85.9	84.0	47.2	51.5	49.3	54.7	76.1	52.1	74.3
	1983-1984	82.4	78.3	90.9	54.3	64.5	49.3	79.1	91.6	94.8	54.7	58.1	45.1	54.7	76.1	52.1	74.3
BAMFELL 24																	
	1980-1981	79.1	48.8	63.5	47.3	28.2	*	68.6	54.8	67.1	47.3	21.1	*	*	*	*	*
	1981-1982	61.5	55.7	57.7	50.4	45.0	58.3	51.3	53.4	57.7	53.2	25.0	51.7	70.3	50.0	64.2	53.2
	1982-1983	54.1	63.6	62.4	41.8	41.2	53.8	51.4	62.3	64.7	49.5	27.5	61.5	70.3	50.0	64.2	53.2
	1983-1984	69.9	52.9	57.1	55.4	55.0	58.7	71.1	58.3	80.5	52.7	69.1	48.4	69.4	67.1	47.6	52.5

HSAP DISTRICT TEST SCORE SUMMARY
 PERCENT MEETING STANDARD
 (THE * INDICATES THAT THE SCORE IS NOT AVAILABLE.)

DISTRICT	SCHOOL YEAR	HSAP READING % MEETING STANDARD					HSAP MATHEMATICS % MEETING STANDARD					HSAP WRITING % MEETING STANDARD				
		G1	G2	G3	G4	G5	G1	G2	G3	G4	G5	G1	G2	G3	G4	G5
BARNHILL 45																
	1980-1981	62.1	54.6	57.3	53.8	45.3	*	53.7	63.2	48.3	42.2	36.5	*	*	*	*
	1981-1982	68.1	74.5	61.7	62.4	57.7	64.2	69.1	83.0	60.1	49.7	38.3	65.0	*	*	*
	1982-1983	76.7	68.0	80.1	59.6	53.8	64.3	85.6	76.2	75.2	47.4	41.9	59.2	72.2	62.7	65.3
	1983-1984	89.0	71.5	64.1	55.9	55.1	65.3	81.4	86.8	71.2	42.9	47.3	54.0	68.0	81.5	70.0
BEAUFORT																
	1980-1981	65.0	60.0	61.8	51.2	38.1	*	60.7	65.6	50.1	40.2	38.0	*	*	*	*
	1981-1982	68.0	65.1	61.3	50.5	43.6	53.9	62.1	55.4	59.0	43.0	39.1	54.4	*	*	*
	1982-1983	71.6	62.2	68.3	58.2	43.8	51.7	68.0	69.1	62.8	53.5	30.3	53.9	75.0	56.4	57.0
	1983-1984	79.3	66.2	69.8	59.1	48.7	56.7	75.2	68.4	64.6	43.1	40.1	56.8	66.6	68.5	62.2
BEKKELEY																
	1980-1981	70.5	65.8	72.9	55.5	56.7	*	70.3	72.9	65.2	50.8	56.2	*	*	*	*
	1981-1982	73.7	71.2	73.7	69.1	56.5	65.6	64.4	64.1	72.0	53.3	47.5	68.4	*	*	*
	1982-1983	73.7	69.1	79.3	62.8	53.8	63.2	76.3	77.4	75.2	55.0	42.2	63.1	67.8	67.7	67.6
	1983-1984	80.7	75.7	79.7	64.8	66.7	69.5	82.7	84.1	78.1	56.4	55.0	66.6	74.2	76.2	68.7
CALHOUN																
	1980-1981	69.8	45.6	57.8	36.1	28.6	*	64.5	62.4	54.7	25.6	19.4	*	*	*	*
	1981-1982	78.5	58.5	63.6	34.6	36.7	37.9	75.0	45.6	66.4	24.0	17.6	40.4	*	*	*
	1982-1983	72.0	60.7	68.9	30.4	36.8	35.4	80.0	64.8	64.2	28.6	20.7	35.5	36.7	41.8	37.6
	1983-1984	85.7	64.1	73.5	44.7	33.8	38.8	80.6	72.1	78.9	41.2	38.1	42.0	48.8	53.7	41.3
CHARLESTON																
	1980-1981	74.8	68.0	71.8	55.2	48.0	*	71.5	74.9	66.4	45.9	37.3	*	*	*	*
	1981-1982	76.6	74.8	71.4	61.6	51.8	67.4	71.2	66.9	67.9	47.4	33.7	68.4	*	*	*
	1982-1983	75.5	73.7	83.4	64.2	57.2	67.8	74.4	75.7	77.3	51.3	37.5	63.0	67.1	66.4	65.4
	1983-1984	80.2	80.4	83.7	71.6	58.9	69.0	80.8	84.6	83.7	60.0	49.5	61.1	72.6	72.0	65.8
CHESAPEAKE																
	1980-1981	74.1	50.3	62.1	52.8	42.9	*	74.8	64.2	66.1	56.5	42.7	*	*	*	*
	1981-1982	66.8	58.3	57.3	54.9	42.2	61.8	64.3	55.7	66.8	48.0	37.9	67.2	*	*	*
	1982-1983	74.8	61.6	67.6	53.3	47.9	59.3	77.2	75.6	77.1	59.4	24.1	60.0	76.1	70.3	66.6
	1983-1984	81.4	69.4	74.1	57.9	48.7	63.0	82.0	84.5	80.4	60.6	34.3	62.3	73.3	70.4	71.6

HSAP DISTRICT TEST SCORE SUMMARY
PERCENT MEETING STANDARD
(THE * INDICATES THAT THE SCORE IS NOT AVAILABLE.)

DISTRICT	SCHOOL YEAR	HSAP READING % MEETING STANDARD					HSAP MATHEMATICS % MEETING STANDARD					HSAP WRITING % MEETING STANDARD				2 FREE LUNCH
		G1	G2	G3	G4	G5	G1	G2	G3	G4	G5	G4	G5	G1	G2	
CHESTER	1980-1981	49.2	40.1	54.3	36.5	38.8	*	58.5	44.6	52.9	33.0	32.3	*	*	*	*
	1981-1982	53.7	40.4	45.9	43.6	36.7	44.2	55.0	37.9	49.3	32.0	26.7	50.0	*	*	*
	1982-1983	58.2	49.4	55.6	48.4	46.9	43.9	62.7	62.0	61.0	46.4	25.1	44.7	*	*	*
	1983-1984	61.2	57.5	60.8	54.5	46.7	52.7	77.7	71.3	67.6	39.4	33.8	52.3	60.8	54.3	46.6
CHESTERFIELD	1980-1981	59.4	49.3	60.1	49.2	43.2	*	68.3	62.5	61.3	37.0	33.1	*	*	*	*
	1981-1982	63.3	56.4	65.7	50.2	45.7	56.5	62.9	55.1	66.1	35.4	30.0	62.7	*	*	*
	1982-1983	70.4	65.1	76.2	58.0	51.0	60.1	74.2	68.2	78.0	53.9	30.7	64.8	66.5	53.3	49.0
	1983-1984	70.6	64.8	72.8	66.0	54.1	70.2	74.7	73.5	73.8	57.4	43.4	72.2	69.6	60.7	49.0
CLARENDON 1	1980-1981	53.8	31.0	39.0	26.4	13.2	*	47.4	50.4	37.1	15.7	6.3	*	*	*	*
	1981-1982	63.6	18.8	44.2	20.2	12.2	27.5	47.7	38.8	87.5	13.8	13.3	32.8	*	*	*
	1982-1983	57.7	34.1	35.9	25.2	15.2	24.7	55.7	47.1	43.6	43.2	2.2	20.6	29.1	15.2	98.4
	1983-1984	65.3	64.0	56.4	43.9	28.0	24.6	66.9	82.6	74.4	35.6	33.7	19.1	46.9	30.6	107.8
CLARENDON 2	1980-1981	70.5	46.4	54.5	39.6	36.6	*	65.6	57.4	50.2	48.2	40.5	*	*	*	*
	1981-1982	54.9	59.5	52.2	49.8	41.3	53.0	60.3	58.0	63.3	43.4	34.3	54.7	*	*	*
	1982-1983	60.2	62.4	70.5	57.6	52.4	50.9	63.7	63.4	66.2	56.2	36.0	52.5	52.4	62.9	65.2
	1983-1984	80.4	53.1	65.9	56.2	49.2	53.4	74.4	62.8	64.9	45.0	45.8	63.5	58.4	69.0	66.7
CLARENDON 3	1980-1981	55.9	74.4	72.4	38.3	43.2	*	47.6	78.0	59.8	33.3	41.9	*	*	*	*
	1981-1982	43.4	66.7	64.4	44.7	39.8	65.8	30.1	64.5	66.7	38.2	58.1	80.3	*	*	*
	1982-1983	55.1	63.3	78.0	42.0	36.7	51.1	50.0	82.3	80.5	45.1	38.4	74.5	55.4	42.6	62.4
	1983-1984	77.3	84.1	74.1	53.5	55.8	58.2	80.0	97.6	69.0	40.9	55.8	63.6	60.9	76.9	64.8
COLLETON	1980-1981	58.2	52.0	59.2	43.2	38.9	*	50.0	57.4	52.5	33.6	37.9	*	*	*	*
	1981-1982	69.8	68.7	63.2	51.7	41.6	51.7	52.6	56.4	53.7	46.1	39.5	57.0	*	*	*
	1982-1983	66.5	67.6	73.9	51.6	41.9	49.7	64.3	70.3	74.3	41.3	31.9	50.3	65.5	53.2	58.4
	1983-1984	75.0	69.7	74.7	59.2	52.9	53.1	72.1	78.7	70.3	48.4	44.2	53.9	64.9	56.7	63.1

HSAP DISTRICT TEST SCORE SUMMARY
PERCENT MEETING STANDARD
(THE * INDICATES THAT THE SCORE IS NOT AVAILABLE.)

DISTRICT	SCHOOL YEAR	HSAP READING					HSAP MATHEMATICS					HSAP WRITING				
		% MEETING STANDARD	% MEETING STANDARD	% MEETING STANDARD	% MEETING STANDARD	% MEETING STANDARD	% MEETING STANDARD	% MEETING STANDARD	% MEETING STANDARD	% MEETING STANDARD	% MEETING STANDARD	% MEETING STANDARD	% MEETING STANDARD	% MEETING STANDARD	% MEETING STANDARD	% MEETING STANDARD
		G1	G2	G3	G4	G5	G1	G2	G3	G4	G5	G1	G2	G3	G4	G5
DARLINGTON																
	1980-1981	72.9	56.0	62.6	49.3	44.9	*	71.1	65.9	59.8	37.4	35.6	*	*	*	*
	1981-1982	78.7	66.4	65.3	55.2	40.5	58.5	70.6	67.9	65.8	42.2	32.4	60.3	*	*	*
	1982-1983	81.3	65.4	64.1	52.9	44.0	61.2	80.1	71.3	75.0	54.7	34.6	58.1	65.2	62.6	60.4
	1983-1984	81.9	72.3	74.2	60.4	45.2	64.4	80.2	72.3	79.3	48.0	39.9	57.3	64.1	62.4	67.1
DILLON 1																
	1980-1981	74.3	55.6	73.2	57.6	38.5	*	82.9	79.0	81.7	56.1	54.2	*	*	*	*
	1981-1982	63.9	70.3	59.6	57.6	39.3	49.5	57.8	70.3	74.2	56.0	36.0	48.5	*	*	*
	1982-1983	75.0	59.8	76.0	47.1	59.4	45.9	76.0	80.5	84.0	61.8	59.4	51.4	64.7	68.1	71.6
	1983-1984	84.5	70.1	65.1	63.9	59.0	66.7	70.1	84.3	81.4	73.5	72.3	57.1	72.5	77.1	76.2
DILLON 2																
	1980-1981	63.1	54.5	56.9	53.1	35.8	*	68.8	60.1	54.1	52.3	29.6	*	*	*	*
	1981-1982	61.3	49.2	56.4	51.9	41.5	51.2	62.0	46.4	67.3	44.9	32.4	50.2	*	*	*
	1982-1983	68.0	57.0	59.7	46.8	45.0	49.1	60.4	64.2	60.7	47.1	35.0	44.5	57.4	56.4	55.4
	1983-1984	80.2	64.2	61.1	50.1	49.7	52.1	84.3	76.0	66.9	42.9	45.5	49.0	55.0	59.4	61.0
DILLON 3																
	1980-1981	80.1	73.3	81.3	47.2	45.6	*	81.8	74.1	74.8	47.2	44.2	*	*	*	*
	1981-1982	78.2	71.9	79.1	46.6	35.6	53.2	78.7	71.9	70.5	48.5	36.3	61.1	*	*	*
	1982-1983	88.8	66.9	85.4	62.1	41.9	53.0	85.1	79.9	86.2	64.7	45.3	65.5	80.2	42.7	64.6
	1983-1984	89.0	74.7	81.4	52.3	57.0	58.6	86.6	76.7	89.3	51.5	63.4	65.7	88.5	72.0	73.7
DORCHESTER 1																
	1980-1981	60.0	58.7	66.1	37.3	32.6	*	56.0	64.2	62.0	36.4	18.8	*	*	*	*
	1981-1982	71.9	63.1	65.3	45.7	37.2	47.3	57.0	64.3	63.2	46.7	14.6	63.4	62.0	59.4	58.0
	1982-1983	79.4	60.2	68.9	45.1	36.2	35.2	64.3	64.1	67.0	47.2	24.8	52.3	55.4	63.4	64.7
	1983-1984	61.7	69.2	58.3	48.8	49.5	44.9	66.9	67.5	61.2	38.3	37.0	43.9	55.4	63.4	44.9
DORCHESTER 2																
	1980-1981	90.0	81.5	84.3	72.1	67.7	*	70.5	83.3	69.7	56.3	56.8	*	*	*	*
	1981-1982	78.6	83.5	83.4	77.1	69.5	78.6	69.8	74.2	73.1	60.6	62.6	83.5	83.5	80.4	78.8
	1982-1983	79.1	85.4	87.1	71.5	70.7	80.2	77.0	85.8	84.3	66.9	61.3	82.2	83.5	75.5	83.7
	1983-1984	76.8	86.8	86.7	74.3	64.1	82.8	78.2	87.9	83.6	67.4	66.9	78.5	85.7	80.4	78.8

HSAP DISTRICT TEST SCORE SUMMARY
PERCENT MEETING STANDARD
(THE * INDICATES THAT THE SCORE IS NOT AVAILABLE.)

DISTRICT	SCHOOL YEAR	HSAP READING						HSAP MATHEMATICS						HSAP WRITING									
		G1	G2	% MEETING STANDARD	G3	G6	G8	G11	G1	G2	% MEETING STANDARD	G3	G6	G8	G11	G1	G2	% MEETING STANDARD	G3	G6	G8	G11	% FREE LUNCH
DORCHESTER 3																							
	1980-1981	61.7	38.8	35.6	31.8	21.3	*		67.9	45.9	46.6	18.2	22.9	*		*	*	*	*	*	*	*	*
	1981-1982	61.3	54.3	51.1	40.5	23.9	44.8		57.3	56.8	52.3	20.5	19.6	51.7		*	*	*	*	*	*	*	*
	1982-1983	63.5	56.9	56.6	33.0	27.4	31.8		64.7	75.0	57.8	32.0	12.4	35.7		51.5	36.0	25.4					75.1
	1983-1984	80.0	70.6	69.6	34.8	40.0	47.3		82.5	76.5	68.1	31.8	31.3	37.8		47.0	53.8	48.4					75.6
EDGEFIELD																							
	1980-1981	67.1	62.3	73.9	55.7	44.8	*		65.5	66.3	64.8	54.1	47.5		*	*	*	*	*	*	*	*	*
	1981-1982	64.1	70.7	75.5	57.7	50.2	55.2		56.3	53.2	73.4	45.8	48.4	60.4		*	*	*	*	*	*	*	*
	1982-1983	71.7	69.3	77.7	57.7	56.1	58.5		64.0	68.8	81.8	60.0	37.7	63.5		62.5	60.2	58.5					58.7
	1983-1984	70.3	74.8	77.5	57.9	55.0	50.6		69.6	77.4	82.6	61.0	45.2	53.0		62.7	62.7	51.5					60.4
FAIRFIELD																							
	1980-1981	50.7	37.3	43.6	31.9	27.7	*		49.4	47.2	51.5	24.2	23.7		*	*	*	*	*	*	*	*	*
	1981-1982	47.4	38.2	45.2	40.9	25.2	37.8		46.0	46.7	61.4	26.9	10.5	38.1		*	*	*	*	*	*	*	*
	1982-1983	63.6	44.4	51.0	34.0	30.9	45.5		68.6	55.0	70.5	27.6	22.7	46.1		47.4	42.4	57.5					67.0
	1983-1984	71.9	57.5	47.3	43.5	36.5	41.3		78.6	74.9	67.7	37.4	30.5	42.7		48.5	52.3	50.0					72.1
FLORENCE 1																							
	1980-1981	64.6	55.0	68.8	53.8	53.5	*		68.2	66.4	61.6	50.9	50.8		*	*	*	*	*	*	*	*	*
	1981-1982	69.8	64.3	69.6	59.6	53.6	60.3		61.4	59.0	61.9	53.4	47.1	64.9		*	*	*	*	*	*	*	*
	1982-1983	70.0	65.9	71.0	56.6	54.5	61.5		73.1	66.7	69.6	56.5	41.4	59.9									
	1983-1984	76.4	68.1	75.2	67.6	57.0	66.7		78.6	74.1	74.7	55.9	54.4	62.5		74.3	73.4	65.0					40.8
FLORENCE 2																							
	1980-1981	80.8	54.6	73.5	62.7	56.5	*		79.8	55.7	70.9	50.0	53.3		*	*	*	*	*	*	*	*	*
	1981-1982	63.8	71.9	59.6	58.6	57.4	52.0		67.2	63.5	54.5	53.5	43.5	58.8									*
	1982-1983	72.2	75.2	71.2	59.4	62.4	56.3		80.2	80.0	70.2	54.5	50.0	49.4		55.4	65.1	55.7					53.4
	1983-1984	64.1	67.5	66.4	54.3	49.5	66.7		64.1	69.2	78.5	45.2	44.2	54.8		62.2	66.3	65.5					53.1
FLORENCE 3																							
	1980-1981	55.0	43.9	50.2	41.2	36.5	*		56.6	55.2	46.6	28.3	30.4		*	*	*	*	*	*	*	*	*
	1981-1982	75.0	54.6	52.3	49.6	34.1	52.0		65.4	55.8	50.2	31.5	31.8	58.8									*
	1982-1983	75.6	69.1	57.1	39.7	42.0	46.9		75.8	71.0	57.7	34.5	42.0	45.0		45.3	45.0	48.4					71.8
	1983-1984	73.5	68.1	67.3	47.6	46.8	43.1		80.3	70.9	65.5	39.7	45.5	45.2		51.1	60.9	41.0					74.1

RSAP DISTRICT TEST SCORE SUMMARY
(THE * INDICATES THAT THE SCORE IS NOT AVAILABLE.)

DISTRICT	SCHOOL YEAR	RSAP READING % MEETING STANDARD						RSAP MATHEMATICS % MEETING STANDARD						RSAP MEETING % MEETING STANDARD & DIFF LUNCH			
		G1	G2	G3	G4	G5	G11	G1	G2	G3	G4	G5	G11	G1	G2	G3	G4
FLORENCE #																	
	1980-1981	40.3	24.5	35.6	13.5	25.9	*	52.4	15.8	27.8	7.5	9.0	*	*	*	*	*
	1981-1982	62.7	47.3	41.2	20.2	32.2	45.0	62.7	33.0	36.1	3.4	7.7	45.6	*	*	*	*
	1982-1983	59.4	34.6	37.8	15.3	21.0	45.9	60.4	43.3	28.8	13.7	9.0	41.2	16.2	25.7	40.0	41.2
	1983-1984	67.2	40.0	44.2	28.0	30.6	32.8	70.4	57.8	67.3	35.2	17.6	26.2	36.0	44.9	37.7	45.6
FLORENCE S																	
	1980-1981	83.2	78.9	81.5	56.0	42.9	*	80.0	80.0	67.0	53.8	51.4	*	*	*	*	*
	1981-1982	81.6	81.2	72.0	67.0	58.8	80.3	75.5	72.6	68.0	75.8	42.3	80.3	*	*	*	*
	1982-1983	82.2	81.7	80.3	65.3	54.6	74.6	85.1	79.6	68.4	77.2	41.4	81.7	64.4	72.7	64.3	45.4
	1983-1984	80.1	80.5	74.7	69.7	61.5	81.0	91.0	93.8	65.5	83.7	64.9	86.2	76.8	88.7	82.8	41.7
GEORGETOWN																	
	1980-1981	55.9	55.6	56.5	41.9	40.8	*	56.8	63.4	48.9	42.7	34.6	*	*	*	*	*
	1981-1982	61.6	63.4	59.9	54.9	42.9	57.7	54.0	62.6	59.3	45.1	32.5	62.3	58.5	48.6	53.4	52.0
	1982-1983	60.1	67.7	71.0	52.1	45.4	50.2	60.3	73.1	64.8	45.2	30.3	51.5	58.6	55.9	44.9	50.7
	1983-1984	69.3	74.7	77.7	58.2	51.9	56.9	72.2	82.0	73.5	47.0	45.6	50.0	58.6	55.9	44.9	50.7
GREENVILLE																	
	1980-1981	74.9	68.9	76.0	64.8	61.2	*	72.1	74.2	66.8	52.5	50.8	*	*	*	*	*
	1981-1982	78.3	76.8	77.5	72.2	62.2	74.7	73.1	71.3	73.8	56.7	47.9	75.6	74.2	76.4	70.0	27.2
	1982-1983	78.8	77.2	82.0	71.8	63.2	72.8	78.4	82.0	81.8	63.9	48.1	70.0	78.5	80.5	76.2	28.6
	1983-1984	82.4	83.2	83.6	72.4	66.9	77.1	82.1	89.1	84.7	60.4	62.8	75.4	78.5	80.5	76.2	28.6
GREENWOOD S0																	
	1980-1981	63.6	59.0	63.8	50.5	49.7	*	62.8	66.7	57.2	46.9	36.4	*	*	*	*	*
	1981-1982	63.1	63.8	68.4	62.1	46.4	67.6	59.6	59.7	66.9	47.4	33.9	70.8	66.8	54.6	70.7	34.1
	1982-1983	66.8	66.1	72.6	60.4	49.9	67.9	70.5	75.5	76.7	55.6	38.2	63.4	65.6	67.8	64.1	34.2
	1983-1984	89.6	72.2	73.3	57.1	54.4	66.4	74.3	85.1	79.7	51.5	45.2	65.2	65.6	67.8	64.1	34.2
GREENWOOD S1																	
	1980-1981	87.6	68.6	74.3	76.8	57.7	*	86.6	82.3	75.2	59.6	50.5	*	*	*	*	*
	1981-1982	80.0	78.6	72.4	72.6	55.0	76.2	71.8	77.6	81.9	48.4	49.0	71.4	75.5	73.7	81.6	27.4
	1982-1983	79.5	78.8	76.3	58.5	57.6	76.6	86.3	88.2	80.4	60.6	43.4	71.8	78.6	66.3	76.6	26.6
	1983-1984	81.1	79.7	83.9	68.0	47.8	67.0	84.2	88.6	88.0	55.3	41.3	64.9	78.6	66.3	76.6	26.6

HSAP DISTRICT TEST SCORE SUMMARY
PERCENT MEETING STANDARD
(THE * INDICATES THAT THE SCORE IS NOT AVAILABLE.)

DISTRICT	SCHOOL YEAR	HSAP READING % MEETING STANDARD					HSAP MATHEMATICS % MEETING STANDARD					HSAP WRITING % MEETING STANDARD				
		G1	G2	G3	G4	G5	G1	G2	G3	G4	G5	G1	G2	G3	G4	G5
COFFMAN 52																
	1980-1981	66.5	71.1	75.0	46.6	61.2	*	66.7	68.9	50.0	35.6	47.1	*	*	*	*
	1981-1982	75.0	68.4	73.1	58.2	48.8	56.8	62.0	52.0	57.0	36.6	35.2	54.6	*	*	*
	1982-1983	78.8	68.6	64.9	62.3	52.8	57.3	80.0	67.6	57.7	54.5	27.4	56.2	74.0	63.8	77.2
	1983-1984	77.8	67.4	69.1	50.0	50.2	63.5	76.9	60.8	64.5	49.2	40.5	60.2	61.1	71.5	68.7
HAMPTON 1																
	1980-1981	68.3	60.4	52.4	55.4	49.8	*	65.6	67.3	56.1	45.0	42.1	*	*	*	*
	1981-1982	84.6	62.2	67.8	58.7	50.0	55.2	72.4	54.1	61.5	46.5	33.7	52.9	*	*	*
	1982-1983	79.6	63.7	63.8	53.3	58.8	68.0	73.5	70.9	63.8	43.2	42.5	62.1	63.5	68.6	74.1
	1983-1984	74.7	77.1	67.9	45.0	64.8	68.8	81.3	77.5	71.5	42.7	57.5	57.1	67.8	75.6	63.5
HAMPTON 2																
	1980-1981	37.5	23.9	22.8	18.4	16.2	*	37.5	39.8	18.9	6.0	6.3	*	*	*	*
	1981-1982	39.5	43.7	37.1	22.2	21.1	32.6	36.6	51.9	38.2	10.3	4.3	37.0	*	*	*
	1982-1983	48.7	48.7	48.3	21.6	31.6	32.7	54.5	49.6	53.4	17.2	8.9	30.8	32.8	44.3	47.1
	1983-1984	58.0	46.9	48.7	18.0	24.2	41.8	64.2	53.1	44.4	10.0	18.9	19.4	36.0	42.1	46.3
HINERY																
	1980-1981	73.1	64.7	69.9	60.1	54.7	*	71.4	66.9	58.6	50.9	41.5	*	*	*	*
	1981-1982	78.0	74.2	73.5	66.9	57.0	73.7	73.6	62.7	64.9	58.4	37.9	73.5	*	*	*
	1982-1983	79.5	75.9	82.0	68.1	65.0	69.9	81.0	75.7	74.8	62.9	50.4	67.0	81.9	74.9	73.7
	1983-1984	87.0	77.9	82.9	74.6	67.7	76.6	87.1	82.2	80.3	63.7	57.9	71.9	77.9	77.4	77.5
JASPER																
	1980-1981	54.3	50.8	38.5	27.8	21.5	*	60.5	66.8	36.5	14.8	17.7	*	*	*	*
	1981-1982	54.9	52.5	55.6	38.1	19.5	28.3	64.7	42.1	75.4	22.1	7.8	27.7	*	*	*
	1982-1983	69.9	61.8	60.7	32.9	18.2	22.2	70.8	67.0	64.7	35.7	11.1	21.6	34.8	28.4	35.0
	1983-1984	64.5	67.2	63.5	40.5	37.0	32.1	65.2	76.5	68.5	29.5	41.8	31.0	44.2	51.4	35.5
KENSHAW																
	1980-1981	69.7	67.0	72.4	61.3	55.9	*	71.8	73.7	63.6	52.5	55.3	*	*	*	*
	1981-1982	69.5	69.8	68.4	63.2	62.0	65.4	69.4	63.6	68.8	54.4	61.0	67.6	*	*	*
	1982-1983	76.1	72.3	77.5	60.3	63.0	65.5	74.9	75.5	73.1	60.5	45.5	63.3	76.6	75.8	71.4
	1983-1984	82.1	75.1	74.6	65.5	63.1	69.6	83.9	80.2	79.4	59.1	58.6	63.8	77.7	81.2	71.0

HSAP DISTRICT TEST SCORE SUMMARY
PERCENT MEETING STANDARD
(THE * INDICATES THAT THE SCORE IS NOT AVAILABLE.)

DISTRICT	SCHOOL YEAR	HSAP READING					HSAP MATHEMATICS					HSAP WRITING				
		G1	% MEETING STANDARD G2	G3	G4	G5	G1	% MEETING STANDARD G2	G3	G4	G5	G1	% MEETING STANDARD G6	G8	STANDARD G11	% FREE LUNCH
=====																
LANCASTER																
	1980-1981	70.3	61.3	59.9	54.4	47.8	*	63.5	68.1	55.3	41.6	33.3	*	*	*	*
	1981-1982	69.4	64.8	63.7	61.3	47.7	65.8	60.6	63.4	63.7	42.7	31.8	64.1	*	*	*
	1982-1983	69.0	67.9	73.4	56.0	52.8	62.6	67.2	75.0	71.7	48.1	35.9	58.0	62.6	61.4	68.7
	1983-1984	77.8	75.0	75.1	62.2	54.3	70.6	77.9	83.9	79.7	50.2	48.1	65.5	69.7	73.6	73.2
LAURENS 55																
	1980-1981	69.2	60.5	65.2	51.4	43.2	*	72.2	71.0	60.4	45.4	39.5	*	*	*	*
	1981-1982	75.3	73.7	72.1	65.4	44.9	61.8	72.0	70.3	72.1	54.1	39.2	61.8	*	*	*
	1982-1983	81.2	76.3	75.8	58.5	55.0	61.0	85.5	79.8	79.4	55.4	44.2	62.1	64.9	64.0	67.5
	1983-1984	82.3	83.5	79.2	62.0	63.7	66.9	82.7	82.0	81.2	61.5	60.0	60.2	70.6	80.5	64.2
LAURENS 56																
	1980-1981	44.8	50.0	49.9	46.0	47.5	*	57.9	63.4	49.6	45.1	46.2	*	*	*	*
	1981-1982	65.3	48.8	54.3	50.2	46.8	68.2	65.9	49.1	60.1	45.8	32.7	69.4	*	*	*
	1982-1983	64.3	61.4	55.1	39.8	44.1	45.7	72.9	70.4	57.0	45.1	30.0	55.3	47.5	61.8	62.4
	1983-1984	71.6	67.4	64.5	49.9	48.0	57.9	80.1	79.8	75.9	55.6	45.4	61.7	59.8	65.2	65.5
LEE																
	1980-1981	65.8	44.5	58.5	37.8	26.4	*	65.0	56.7	50.7	17.0	19.5	*	*	*	*
	1981-1982	69.9	57.3	56.5	40.2	30.7	35.5	67.3	53.7	59.4	23.0	27.6	33.2	38.7	41.4	33.0
	1982-1983	74.1	62.7	59.9	37.7	41.1	34.0	71.0	69.2	61.9	33.2	18.5	27.8	51.0	40.6	42.5
	1983-1984	73.5	61.6	63.8	54.2	38.6	49.8	74.4	64.8	60.3	29.7	31.3	43.2	59.8	65.2	65.5
LEXINGTON 1																
	1980-1981	81.9	77.4	84.9	68.0	74.3	*	72.7	83.1	70.8	60.2	63.3	*	*	*	*
	1981-1982	80.7	81.7	79.8	72.5	65.6	87.4	74.6	74.4	69.3	61.5	58.0	89.2	86.8	78.1	90.0
	1982-1983	85.4	83.2	81.0	72.6	65.5	86.2	82.7	86.3	78.0	68.0	58.6	84.7	89.7	83.6	85.8
	1983-1984	88.4	86.9	85.0	77.8	71.5	84.8	87.8	91.0	83.6	72.2	67.0	84.2	89.7	83.6	85.8
LEXINGTON 2																
	1980-1981	78.0	70.3	77.8	66.7	64.4	*	71.0	77.4	68.7	60.9	55.3	*	*	*	*
	1981-1982	85.0	76.8	76.8	74.5	65.7	72.2	75.0	71.7	69.6	64.7	54.8	78.2	76.1	74.3	74.6
	1982-1983	78.5	79.2	78.0	71.1	71.3	74.3	80.9	86.7	81.2	75.9	65.1	75.9	76.5	80.0	80.7
	1983-1984	84.7	78.9	80.2	75.6	70.9	79.3	84.4	90.7	87.2	77.0	71.9	78.9	76.5	80.0	80.7

MSAP DISTRICT TEST SCORE SUMMARY

PERCENT MEETING STANDARD
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DISTRICT	SCHOOL YEAR	MSAP READING % MEETING STANDARD						MSAP MATHEMATICS % MEETING STANDARD						MSAP WRITING % MEETING STANDARD					% FREE LUNCH
		G1	G2	G3	G4	G5	G11	G1	G2	G3	G4	G5	G11	G4	G5	G11			
LEXINGTON 3																			
	1980-1981	74.6	77.0	76.6	51.8	52.9	*	74.6	81.3	78.1	44.0	44.1	*	*	*	*	*		
	1981-1982	70.8	71.3	73.5	67.7	56.9	53.1	72.1	71.6	72.5	56.2	34.7	61.7	*	*	*	*		
	1982-1983	71.6	63.8	78.3	70.3	57.4	53.9	76.5	74.6	78.9	57.1	45.7	63.4	63.2	67.0	64.4	40.1		
	1983-1984	76.8	69.1	72.3	77.4	64.0	63.0	80.8	74.9	83.2	70.8	53.8	70.1	71.3	67.2	68.5	39.3		
LEXINGTON 4																			
	1980-1981	66.2	54.4	71.8	57.0	58.9	*	58.3	68.0	65.2	38.3	36.3	*	*	*	*	*		
	1981-1982	57.5	73.3	64.8	60.6	67.8	70.1	55.2	73.3	69.7	40.9	36.0	60.9	*	*	*	*		
	1982-1983	71.1	72.7	80.6	64.3	61.5	71.8	66.7	82.9	82.9	60.0	29.4	59.8	65.0	82.4	67.6	36.4		
	1983-1984	79.5	85.0	79.4	66.7	65.2	73.5	78.8	89.4	84.1	62.9	60.0	64.1	79.3	77.4	60.0	37.0		
LEXINGTON 5																			
	1980-1981	91.9	86.5	89.2	83.9	84.2	*	91.1	89.6	80.9	80.3	75.7	*	*	*	*	*		
	1981-1982	91.1	85.8	87.9	89.0	82.0	90.0	87.7	78.0	87.8	79.2	70.5	92.2	*	*	*	*		
	1982-1983	93.1	88.4	88.8	83.9	80.7	91.1	92.5	91.7	88.9	83.1	76.5	92.7	91.1	90.5	91.4	5.2		
	1983-1984	92.0	90.2	88.7	82.6	82.4	91.5	92.5	95.8	89.4	81.4	86.1	91.0	90.1	90.1	91.3	5.9		
MARTIN 1																			
	1980-1981	64.7	56.0	58.2	59.5	47.1	*	56.3	62.1	53.5	46.8	58.0	*	*	*	*	*		
	1981-1982	67.7	77.9	64.7	58.4	54.7	64.1	54.4	61.3	62.2	42.2	57.7	61.1	62.0	63.6	68.7	55.4		
	1982-1983	67.8	71.5	78.5	54.4	58.2	59.2	68.9	71.7	68.9	46.4	62.0	53.9	66.8	70.6	70.4	56.6		
	1983-1984	74.6	75.3	71.2	58.0	55.8	66.0	78.7	68.7	69.2	50.8	67.6	64.0	66.8	70.6	70.4	56.6		
MARTIN 2																			
	1980-1981	55.9	50.0	62.6	41.9	34.8	*	64.7	55.4	55.8	34.1	34.3	*	*	*	*	*		
	1981-1982	67.8	56.6	55.3	48.4	41.4	51.6	57.7	45.6	61.5	33.5	40.1	70.7	*	*	*	*		
	1982-1983	61.0	54.0	68.9	42.9	39.4	43.9	59.8	44.6	68.5	40.2	37.1	53.6	54.2	56.2	48.9	70.2		
	1983-1984	72.1	57.4	60.7	53.8	48.0	45.2	78.4	56.1	60.3	33.8	40.8	47.1	61.3	52.4	41.9	73.4		
MARTIN 3																			
	1980-1981	78.1	37.3	31.3	18.4	17.6	*	67.2	37.3	19.4	10.2	16.2	*	*	*	*	*		
	1981-1982	64.3	62.1	34.0	22.9	22.2	30.6	61.4	67.2	39.6	25.0	12.9	42.9	*	*	*	*		
	1982-1983	69.4	40.7	42.1	16.0	26.4	26.1	69.4	62.7	49.1	30.0	7.5	32.6	28.0	30.2	34.8	49.7		
	1983-1984	61.2	44.6	70.8	32.8	28.6	17.2	88.1	78.5	72.9	37.4	14.3	21.9	36.2	40.5	24.7	49.6		

HSAP DISTRICT TEST SCORE SUMMARY
PERCENT MEETING STANDARD
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DISTRICT	SCHOOL YEAR	HSAP READING					HSAP MATHEMATICS					HSAP WRITING				
		G1	% MEETING STANDARD G2	G3	G6	G8	G11	G1	% MEETING STANDARD G2	G3	G6	G8	G11	G6	G8	% MEETING STANDARD G11
CAPTION 4																
	1980-1981	94.6	37.3	85.7	58.6	20.4	*	78.4	43.1	85.7	69.0	24.5	*	*	*	*
	1981-1982	76.9	40.0	78.9	54.8	40.6	39.5	58.9	53.3	73.7	57.1	26.3	47.4	*	*	*
	1982-1983	69.2	54.3	53.2	35.5	44.8	45.7	61.5	60.9	53.2	22.6	20.7	45.7	38.7	41.4	60.0
	1983-1984	83.7	51.4	59.6	48.5	57.5	45.7	81.4	64.9	68.9	33.3	50.0	34.3	63.6	70.0	55.9
CAPLORNO																
	1980-1981	60.6	43.2	45.8	37.8	31.2	*	58.6	58.6	49.3	41.1	26.8	*	*	*	*
	1981-1982	46.7	49.6	48.0	41.5	30.3	42.3	50.5	49.2	50.4	39.5	25.0	58.3	*	*	*
	1982-1983	55.3	52.6	54.8	34.0	36.6	42.8	62.6	55.3	57.1	37.1	24.4	46.9	46.4	39.8	48.8
	1983-1984	66.9	40.1	61.5	44.8	37.6	44.6	75.9	60.5	70.0	42.4	39.4	46.0	53.6	55.2	52.7
CORMICK																
	1980-1981	66.7	39.2	48.1	22.3	29.1	*	65.1	56.1	55.7	13.4	46.8	*	*	*	*
	1981-1982	67.7	56.6	60.6	30.2	23.1	39.4	60.5	73.8	74.2	19.1	50.7	53.8	*	*	*
	1982-1983	77.1	61.4	62.6	20.0	24.8	34.5	67.9	65.7	82.9	11.6	32.9	33.0	27.1	30.3	24.3
	1983-1984	76.1	69.5	62.9	25.8	36.2	38.5	73.2	81.0	82.5	22.7	58.1	38.0	47.7	50.0	24.8
FARMERY																
	1980-1981	62.3	40.9	56.9	48.8	55.2	*	65.2	60.6	51.1	44.7	46.9	*	*	*	*
	1981-1982	69.9	61.4	61.1	55.6	58.5	50.2	68.3	62.2	69.6	43.5	49.2	63.8	*	*	*
	1982-1983	65.0	68.9	68.8	52.0	64.5	68.0	66.7	79.3	80.4	49.1	43.4	62.9	68.7	75.9	73.8
	1983-1984	74.7	65.1	70.8	51.2	65.4	77.3	79.3	86.2	85.0	45.8	54.7	70.3	63.4	75.8	75.6
GOLF																
	1980-1981	73.7	69.7	76.7	68.5	63.4	*	72.3	74.0	70.3	53.5	47.4	*	*	*	*
	1981-1982	71.8	72.8	74.2	72.4	57.3	76.3	73.0	66.8	70.7	56.8	38.9	73.4	76.7	72.5	77.4
	1982-1983	75.2	77.2	81.6	74.1	63.7	71.8	81.1	83.4	79.9	58.5	44.3	67.2	76.7	77.6	81.7
	1983-1984	80.0	79.0	81.1	74.8	67.8	79.4	82.7	88.2	78.1	60.3	53.1	71.8	81.7	77.6	81.7
ORANGEBURG 1																
	1980-1981	52.8	46.5	47.8	35.8	31.1	*	59.3	45.6	32.2	28.4	21.7	*	*	*	*
	1981-1982	61.5	48.9	43.8	38.7	29.9	44.0	59.4	45.1	45.5	19.8	14.0	56.0	*	*	*
	1982-1983	74.0	61.7	38.1	39.0	35.4	44.4	74.2	43.6	36.4	30.0	15.2	48.1	41.0	45.6	48.1
	1983-1984	78.1	63.0	46.3	40.6	35.4	43.9	80.8	57.0	54.7	19.8	24.4	53.7	53.1	51.8	53.8

HSAP DISTRICT TEST SCORE SUMMARY
 PERCENT MEETING STANDARD
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DISTRICT	SCHOOL YEAR	HSAP READING					HSAP MATHEMATICS					HSAP WRITING				
		G1	% MEETING STANDARD	G2	G3	G4	G5	G1	% MEETING STANDARD	G2	G3	G4	G5	G6	% MEETING STANDARD	G7
ORANGEBURG 2																
	1980-1981	58.9	50.0	44.1	35.6	17.1	*	57.1	66.2	38.2	28.8	12.2	*	*	*	*
	1981-1982	75.8	58.9	60.0	26.3	17.1	57.0	67.7	58.9	70.3	31.6	6.6	27.2	*	*	*
	1982-1983	60.0	76.2	63.0	36.7	46.2	21.7	67.3	87.3	81.5	24.4	28.8	21.7	45.3	44.2	34.9
	1983-1984	87.5	84.8	73.8	50.8	18.2	26.2	83.3	93.5	82.0	61.0	10.9	26.7	57.6	40.0	40.0
ORANGEBURG 3																
	1980-1981	73.2	47.3	52.5	29.3	30.4	*	71.3	56.4	58.7	22.8	16.9	*	*	*	*
	1981-1982	80.8	55.1	59.0	29.8	22.2	31.4	73.5	52.0	60.3	18.4	12.9	30.6	57.8	51.6	49.8
	1982-1983	78.8	68.0	54.2	38.1	34.5	32.3	78.4	77.9	58.8	39.3	23.3	25.0	57.8	51.6	49.8
	1983-1984	81.0	77.8	68.1	51.3	42.0	37.6	81.9	80.4	80.6	48.7	38.4	26.6	56.6	56.7	37.8
ORANGEBURG 4																
	1980-1981	41.7	57.7	54.5	44.8	49.2	*	78.1	56.7	43.9	35.8	37.3	*	*	*	*
	1981-1982	75.0	54.0	57.6	47.5	46.4	61.5	75.0	57.0	53.3	22.1	23.1	56.3	*	*	*
	1982-1983	81.1	66.7	72.4	43.5	50.7	47.5	82.1	76.9	63.8	36.0	21.9	46.5	53.6	58.8	48.0
	1983-1984	87.5	71.8	73.0	52.5	51.3	70.7	88.3	83.5	77.4	34.2	56.3	71.7	66.9	67.8	68.5
ORANGEBURG 5																
	1980-1981	66.7	44.1	58.5	34.8	31.7	*	69.2	57.1	46.6	24.1	18.6	*	*	*	*
	1981-1982	58.2	53.0	55.9	49.9	36.6	53.2	61.5	53.1	57.5	35.1	15.5	57.2	50.6	40.9	49.0
	1982-1983	67.2	52.0	63.9	52.0	42.7	50.8	70.4	66.5	60.3	42.1	23.9	50.8	62.7	57.5	49.0
	1983-1984	70.6	58.1	60.1	51.9	44.7	50.7	75.6	78.9	71.9	44.9	42.3	43.4	62.7	57.5	52.4
ORANGEBURG 6																
	1980-1981	51.9	35.6	31.3	41.0	26.5	*	64.9	50.7	34.4	17.9	13.3	*	*	*	*
	1981-1982	50.9	31.3	42.0	45.9	29.0	31.4	52.7	33.3	50.7	25.9	15.9	52.4	*	*	*
	1982-1983	72.2	23.5	36.5	33.8	19.4	20.7	85.2	27.5	47.6	35.3	11.1	29.3	61.8	36.1	32.8
	1983-1984	76.5	75.0	27.5	41.0	36.3	43.9	76.5	82.1	31.4	24.6	46.3	35.1	50.8	51.3	38.6
ORANGEBURG 7																
	1980-1981	57.3	39.6	43.9	30.5	19.3	*	63.2	60.4	54.4	13.6	8.8	*	*	*	*
	1981-1982	76.2	50.9	41.9	22.6	7.9	11.5	67.3	49.1	51.6	3.8	0.0	25.0	50.0	37.9	40.4
	1982-1983	68.0	71.7	59.6	33.9	31.0	18.0	67.2	64.2	43.9	23.7	12.1	24.0	50.0	44.9	40.4
	1983-1984	55.8	62.8	62.7	28.1	30.6	21.2	59.7	58.1	70.4	18.8	4.1	21.2	36.5	44.9	20.9

HSAP DISTRICT TEST SCORE SUMMARY
(THE * INDICATES THAT THE SCORE IS NOT AVAILABLE.)

DISTRICT	SCHOOL YEAR	HSAP READING						HSAP MATHEMATICS						HSAP WRITING						% FREE LUNCH
		% MEETING STANDARD	% MEETING STANDARD	% MEETING STANDARD	% MEETING STANDARD	% MEETING STANDARD	% MEETING STANDARD	% MEETING STANDARD	% MEETING STANDARD	% MEETING STANDARD	% MEETING STANDARD	% MEETING STANDARD	% MEETING STANDARD	% MEETING STANDARD	% MEETING STANDARD	% MEETING STANDARD				
ORANGEBURG 8																				
	1980-1981	30.6	38.0	42.9	52.5	63.9	*	34.7	48.0	31.4	45.0	52.8	*	*	*	*	*	*		
	1981-1982	35.6	33.3	52.0	51.8	57.1	42.5	40.9	30.8	58.0	51.8	46.4	57.5	*	*	*	*	*		
	1982-1983	59.6	44.1	55.3	54.5	46.3	56.4	66.0	52.9	60.5	44.4	33.3	56.4	58.4	45.0	59.5	50.9	50.9		
	1983-1984	56.3	56.1	61.8	67.6	38.3	55.9	83.9	78.6	51.4	40.0	47.5	65.6	58.8	63.3	79.4	51.2	51.2		
PICKENS																				
	1980-1981	74.6	70.9	79.7	72.4	67.5	*	74.5	80.7	69.9	65.6	54.3	*	*	*	*	*	*		
	1981-1982	77.9	80.5	76.6	79.3	67.8	81.9	73.1	80.2	72.2	65.3	55.5	80.0	86.3	80.7	84.7	21.5	21.5		
	1982-1983	86.6	79.3	86.1	75.7	67.7	80.4	86.3	87.5	83.0	72.7	53.1	74.4	86.3	82.6	81.9	21.7	21.7		
	1983-1984	85.4	86.3	85.5	78.6	72.3	83.3	86.0	89.8	87.2	66.5	65.4	76.2	86.3	82.6	81.9	21.7	21.7		
RICHLAND 1																				
	1980-1981	64.4	55.0	58.6	49.4	44.6	*	64.5	64.6	52.9	36.5	35.1	*	*	*	*	*	*		
	1981-1982	73.6	63.7	63.9	59.2	49.9	53.5	65.1	59.5	62.2	40.4	37.0	55.6	67.0	61.7	58.5	52.5	52.5		
	1982-1983	80.2	69.2	77.6	59.5	55.3	54.2	77.8	79.0	72.5	48.4	37.5	53.2	65.3	70.5	59.5	54.9	54.9		
	1983-1984	83.9	80.1	79.3	59.3	59.0	62.6	82.4	88.6	80.1	45.4	52.0	55.7	65.3	70.5	59.5	54.9	54.9		
RICHLAND 2																				
	1980-1981	78.5	63.6	73.9	66.3	66.9	*	76.6	74.7	68.0	66.3	65.0	*	*	*	*	*	*		
	1981-1982	72.7	72.2	72.7	73.6	66.0	74.5	71.6	70.8	72.0	72.2	61.0	81.8	80.5	72.5	81.6	19.2	19.2		
	1982-1983	75.3	72.2	77.8	70.5	65.6	80.7	77.5	79.4	76.0	70.1	60.1	81.6	86.5	83.9	77.6	19.5	19.5		
	1983-1984	89.0	82.4	84.5	79.9	77.9	83.4	89.0	90.6	83.8	77.1	74.8	78.8	86.5	83.9	77.6	19.5	19.5		
SALUDA																				
	1980-1981	60.9	54.0	63.3	61.1	54.4	*	55.6	65.0	61.3	57.2	44.4	*	*	*	*	*	*		
	1981-1982	74.0	50.9	60.1	68.6	57.2	61.5	66.5	47.8	57.3	59.8	50.6	76.2	69.1	67.0	65.8	44.4	44.4		
	1982-1983	81.5	55.7	69.0	66.1	58.9	65.8	77.7	58.9	62.6	53.4	50.3	75.0	69.3	66.5	61.2	46.0	46.0		
	1983-1984	85.9	78.8	63.6	63.9	55.2	65.5	85.4	77.0	66.7	65.5	57.0	71.2	69.3	66.5	61.2	46.0	46.0		
SPARTANBURG 1																				
	1980-1981	71.8	68.2	77.3	57.7	56.4	*	78.4	75.2	70.6	69.7	51.3	*	*	*	*	*	*		
	1981-1982	77.1	67.4	77.0	64.0	55.5	64.5	70.3	60.1	81.6	70.8	45.0	61.8	76.1	66.6	64.6	29.8	29.8		
	1982-1983	79.2	78.9	77.1	69.2	58.8	64.1	79.9	81.9	81.3	79.5	47.5	65.1	82.6	80.9	73.4	29.2	29.2		
	1983-1984	82.2	78.1	78.3	77.4	61.5	67.5	82.5	80.2	82.2	81.0	58.5	67.9	82.6	80.9	73.4	29.2	29.2		

HSAP DISTRICT TEST SCORE SUMMARY
PERCENT MEETING STANDARD
(THE * INDICATES THAT THE SCORE IS NOT AVAILABLE.)

DISTRICT	SCHOOL YEAR	HSAP READING						HSAP MATHEMATICS						HSAP WRITING					
		G1	% MEETING STANDARD G2	G3	G6	GA	G11	G1	% MEETING STANDARD G2	G3	G6	GA	G11	% MEETING STANDARD G6	GA	STANDARD G11	% FREE LUNCH		
SPARTANBURG 2																			
	1980-1981	74.0	68.1	70.2	58.1	53.4	*	78.8	75.2	69.2	54.6	52.4	*	*	*	*	*		
	1981-1982	80.7	69.3	77.3	73.9	57.6	70.4	78.2	69.6	77.8	65.7	50.8	69.3	*	*	*	*		
	1982-1983	64.1	80.5	82.3	79.7	70.2	71.4	84.6	86.3	86.5	76.4	57.7	73.6	81.4	74.0	67.9	21.4		
	1983-1984	87.6	83.3	87.2	73.5	59.5	74.8	85.2	91.7	92.5	75.6	61.8	71.0	83.6	79.3	72.8	20.9		
SPARTANBURG 3																			
	1980-1981	74.4	70.7	71.0	61.7	55.7	*	73.7	81.9	67.2	53.4	43.0	*	*	*	*	*		
	1981-1982	75.4	72.2	78.8	70.6	50.5	76.3	67.6	71.6	77.3	58.2	33.5	71.4	*	*	*	*		
	1982-1983	82.2	74.5	81.8	68.8	51.3	68.2	82.2	81.4	82.7	65.4	39.0	65.8	86.1	62.2	72.7	32.0		
	1983-1984	84.6	82.5	76.9	65.9	58.8	70.1	88.4	82.5	76.4	64.9	55.1	65.6	85.3	76.2	71.8	30.0		
SPARTANBURG 4																			
	1980-1981	72.4	54.2	59.9	44.5	51.9	*	77.0	63.1	48.9	33.6	42.5	*	*	*	*	*		
	1981-1982	79.4	72.6	73.6	62.8	39.7	76.7	80.2	76.1	62.5	42.7	30.7	84.3	*	*	*	*		
	1982-1983	84.5	81.3	81.3	67.9	57.9	75.5	90.2	96.8	84.7	81.7	35.4	74.8	77.4	57.7	82.7	35.2		
	1983-1984	89.8	84.1	78.1	69.3	53.0	85.5	91.9	94.7	81.3	74.1	54.1	81.9	78.3	64.3	74.1	34.1		
SPARTANBURG 5																			
	1980-1981	79.2	76.1	77.7	58.4	68.0	*	81.1	81.2	65.8	42.8	46.1	*	*	*	*	*		
	1981-1982	78.5	76.1	74.5	74.7	62.1	67.1	77.2	78.7	78.3	58.4	37.3	61.0	*	*	*	*		
	1982-1983	84.5	85.0	86.2	68.5	57.1	67.3	84.8	87.0	79.5	61.6	36.9	60.2	84.0	74.8	72.5	27.0		
	1983-1984	83.4	82.5	87.6	70.5	64.5	75.0	85.2	89.6	88.2	59.8	57.2	60.3	82.8	83.8	75.1	27.2		
SPARTANBURG 6																			
	1980-1981	82.5	67.7	79.3	57.5	65.4	*	80.3	76.2	76.3	58.0	54.1	*	*	*	*	*		
	1981-1982	85.0	78.7	74.3	71.6	61.7	76.9	81.1	83.0	80.6	65.1	41.4	75.8	*	*	*	*		
	1982-1983	88.3	78.6	81.0	67.4	61.5	67.8	84.0	82.8	84.0	66.2	46.1	70.8	80.1	68.0	74.7	11.7		
	1983-1984	88.5	84.3	84.2	67.2	67.0	74.1	88.0	84.5	84.2	62.5	58.4	73.4	74.7	80.6	81.9	20.9		
SPARTANBURG 7																			
	1980-1981	63.6	68.2	70.7	60.7	57.2	*	65.0	77.4	64.3	64.6	59.7	*	*	*	*	*		
	1981-1982	66.2	70.0	72.4	68.5	58.3	71.0	64.6	68.3	67.0	62.9	60.2	71.4	*	*	*	*		
	1982-1983	73.4	64.4	73.9	63.7	63.7	65.4	70.1	74.8	68.0	66.0	54.1	65.3	77.5	70.9	75.4	45.6		
	1983-1984	78.1	70.1	65.3	65.8	61.2	70.0	75.0	79.9	68.6	57.7	57.5	69.9	71.0	73.2	72.3	49.6		

HSAP DISTRICT TEST SCORE SUMMARY
PERCENT MEETING STANDARD
(THE * INDICATES THAT THE SCORE IS NOT AVAILABLE.)

DISTRICT	SCHOOL YEAR	HSAP READING % MEETING STANDARD					G11	HSAP MATHEMATICS % MEETING STANDARD					G11	HSAP WRITING % MEETING STANDARD				LUNCH
		G1	G2	G3	G6	G8		G1	G2	G3	G6	G8		G6	G8	G11		
YORK A																		
	1980-1981	75.8	67.8	69.5	61.8	65.0	*	72.9	70.5	67.3	59.4	55.9	*	*	*	*	*	
	1981-1982	75.1	71.7	69.1	69.0	66.4	73.3	69.7	70.0	73.7	64.3	51.6	70.3	*	*	*	*	
	1982-1983	79.3	77.1	75.5	66.2	66.8	71.7	82.4	86.2	80.6	68.6	55.0	70.3	80.2	73.4	74.5	30.7	
	1983-1984	86.1	76.9	79.6	67.1	69.8	74.9	86.0	90.4	87.7	66.5	61.9	74.4	78.5	79.6	74.8	32.1	
YORK B																		
	1980-1981	73.2	59.4	73.2	70.7	67.0	*	71.1	62.7	71.1	70.2	55.3	*	*	*	*	*	
	1981-1982	60.0	76.0	70.3	75.2	66.4	81.8	61.0	73.4	77.8	64.3	52.5	75.5	*	*	*	*	
	1982-1983	80.9	81.0	84.6	60.7	67.0	75.4	85.6	86.1	87.2	57.1	70.6	73.1	83.4	82.4	82.5	17.2	
	1983-1984	81.9	80.0	80.2	71.1	68.2	80.5	94.9	89.0	92.9	71.5	66.4	72.2	79.4	83.6	80.5	16.0	

Appendix F

BASIC SKILLS MATHEMATICS, READING, AND WRITING COMMITTEES

BASIC SKILLS MATHEMATICS COMMITTEE

Mr. James A. Johnson
Beaufort High School
Beaufort County School Dist.

Miss Amy Burton
Starr Elementary
Anderson School Dist. 3

Ms. Margaret Zeigler
Barnwell Elementary
Barnwell School District 45

Mrs. Cornelia Roberts
J. V. Martin Jr. High
Dillon School Dist. 2

Mrs. Betty McDaniel
Florence School Dist. 1
Florence Dist. Office

Mr. Johnny Davis
Georgetown County School Dist.
Georgetown Dist. Office

Mrs. Jane N. Brigman
Central Elementary
Lancaster County School Dist.

Ms. Sandra Dye
Red Bank Elementary
Lexington School Dist. 1

Mrs. Jean Phillips
Walhalla Sr. High
Oconee County School Dist.

Mr. William James Riley
Bowman High
Orangeburg School Dist. 2

Mrs. Josephine Williams
Fairwold Middle
Richland School Dist. 1

Mrs. Jacqueline Turner
Hand Middle School
Richland School Dist. 1

Ms. Clara Hipp
Hollywood School
Saluda County School Dist.

Ms. Peggy T. West
Roebuck Primary
Spartanburg School Dist. 6

Ms. Martha H. Lister
Bobo Elementary
Spartanburg School Dist. 6

Ms. Carol T. Ellis
Spartanburg School Dist. 7
Spartanburg Dist. Office

Mrs. Emma Strickland
Finlay Road Elementary
York School Dist. 3

Mrs. Julia D. Robbins
York School Dist. 3
York Dist. Office

Mr. Daniel H. Sandel - Retired
Mathematics Consultant
S.C. Department of Education

Dr. Joseph C. Tisdale
Winthrop College

Mr. Lane Peeler
Mathematics Consultant
S. C. Department of Education

BASIC SKILLS READING COMMITTEE

Ms. Ora Broadnax
Ridge Spring-Monetta Elementary
Aiken County School Dist.

Mrs. Etta H. Mixon
Barnwell Elementary
Barnwell School Dist. 45

Mrs. Eva Summers
Clarendon School Dist. 1
Clarendon Dist. Office

Ms. Gloria Johnson
Cain Elementary
Darlington County Schools

Ms. Kay Currin Smith
Florence School Dist. 3

Mrs. Viola McMorris
Whittaker Elementary
Orangeburg School Dist. 5

Mrs. Lillias Means
Emerald Junior High
Greenwood School Dist. 50

Mrs. Doris Bagwell
Conway High School
Horry County School Dist.

Mr. Jack A. LeGrand
Chapin High
Lexington School Dist. 5

Mrs. Jessie Williams
Green Sea-Floyds High
Horry County School Dist.

Mrs. Trudy Thompson
Camden Elementary
Kershaw County School Dist.

Mrs. Geraldine Kenner
Blaney Elementary
Kershaw County School Dist.

Mrs. Agnes R. Copeland
Marshall Elementary
Orangeburg School Dist. 5

Mr. Frank Austell
Spartanburg High
Spartanburg School Dist. 7

Dr. Rebecca Swanson
Columbia College

Ms. Shirley Palmer
Sumter School Dist. 2

Mrs. Kirsten G. Dixon
Sumter High
Sumter School Dist. 17

Ms. Mary Lou Beaty
Harold C. Johnson Middle
York School Dist. 1

Miss Mary Kelly
Reading Consultant
S. C. Department of Education

Dr. Susan Smith
Reading Consultant
S. C. Department of Education

Dr. Charles Matthews
College of Charleston

Dr. Elizabeth B. Galloway
Clemson University

Lannie Griffith
S. C. Department of Education

BASIC SKILLS WRITING COMMITTEE

Ms. Idella Bodie
South Aiken High School
Aiken School Dist.

Ms. Rita Smith
Broad River Elementary
Beaufort School Dist.

Ms. Becky McCullough
Corinth Elementary
Cherokee School Dist.

Ms. Sandra Derrick
Dewey Carter Elementary
Florence School Dist. 1

Ms. Barbara Rabb
District Office
Greenville School Dist.

Ms. Sarah Robinson
Irmo High School
Lexington School Dist. 5

Ms. Lucille Clayton
R. C. Edwards Jr. High School
Pickens School Dist.

Ms. Judy Houk
Whitlock Jr. High School
Spartanburg School Dist. 7

Dr. Nancy Thompson
English Department
University of South Carolina

Mr. Jim Wilhide
S. C. Department of Education

Ms. Linda Kirszenbaum
Fuller Middle School
Lexington School Dist. 2

Ms. Ellen Watson-Clark
Keenan High School
Richland School Dist. 1

Mr. David Banaszak
Lakeside Jr. High School
Anderson School Dist. 5

Ms. May Jones
English Coord., Div. of Inst.
Charleston School Dist.

Mr. Wayne Radcliffe
Hartsville High School
Darlington School Dist.

Ms. Debra Buckner
Lester Elementary
Florence School Dist. 1

Ms. Vicki Hollifield
Brunson Elementary
Hampton School Dist. 1

Ms. Barbara Cooper
Southside Elementary
Marion School Dist. 1

Ms. Marion Mack
Spring Valley High School
Richland School Dist. 2

Ms. Anne Summerall
Mayewood High School
Sumter School Dist. 2

Ms. Ann Rex
Rock Hill, S.C.

Dr. Kemble Oliver
S. C. Department of Education

Ms. Lola Richbourg
Pine Ridge Middle School
Lexington School Dist. 2

Ms. Pat Dubard
Hand Middle School
Richland School Dist. 1

Ms. Cornelia Vickery
McCants Jr. High School
Anderson School Dist. 5

Ms. Ethel Washington
Baptist Hill High
Charleston School Dist.

Ms. Ernestine Yeadon
W. E. Parker
Edgefield School Dist.

Ms. Patsy Candal
Georgetown School Dist.

Ms. Susie Bruton
District Office
Horry School Dist.

Ms. Mary Farley Smith
Easley Jr. High School
Pickens School Dist.

Ms. Lottie Chishom
Hanberry-Bethel
Richland School Dist. 2

Ms. Barbara Thomas
Irmo Elementary School
Lexington School Dist. 5

Dr. Betty Hodges
USC - Lancaster

Ms. Lannie Griffeth
S. C. Department of Education

Ms. Margaret Brady
Emerald Jr. High School
Greenwood School Dist. 50

Appendix G

MEMBERSHIP OF THE
BASIC SKILLS ADVISORY COMMISSION

BASIC SKILLS ADVISORY COMMISSION

GOVERNOR'S APPOINTEESCongressional District I

Ms. Jennie L. Cooper, 99 Gordon Street, Charleston, SC 29403

Congressional District II

Vacant

Congressional District III

Mr. Harold D. Breazeale, Route 3, Pickens, SC 29671

Congressional District IV

Mrs. W. Harrison Trammell, 206 Riverbend Apts., Cleveland Street,
Greenville, SC 29601

Congressional District V

Mr. C. Charles Cole, 324 2nd Street, Cheraw, SC 29520

Congressional District VI

Dr. James Mahaffey, Assistant Superintendent for Instruction, Horry
County Schools, Drawer 1739, Conway, SC 29526

Member-at-Large

Mr. Donald Kitt, Route 3, Box 418, Barnwell, SC 29812

STATE SUPERINTENDENT APPOINTEESCongressional District I

Dr. Billie Holladay, Division of Instruction, Charleston County Schools, 3
Chisolm Street, Charleston, SC 29401

Congressional District II

Mrs. Ethel Finley, Carver Elementary School, 2100 Waverly Street, Columbia,
SC 29204

Congressional District III

Mrs. Nelle Taylor, Curriculum Coordinator, Saluda County Schools, 404 North
Wise Road, Saluda, SC 29138

Congressional District IV

Dr. Floride Martin, Superintendent, Spartanburg School District #6, 1493
W. O. Ezell Boulevard, Spartanburg, SC 29301

Congressional District V

Mrs. Barbara Joan Stevenson, Fort Mill Elementary School, Box 663, Fort
Mill, SC 29715 -- Secretary

Congressional District VI

Mr. James A. Blake, Marion School District #1, 616 Northside Avenue, Marion,
SC 29571

LT. GOVERNOR'S APPOINTEES

Mrs. Vivian Watson, 3012 Pineshadow Trail, Columbia, SC 28210

Dr. Beatrice Thompson, 1111 Southwood Street, Anderson, SC 29601

Dr. Alma Byrd, 2327 Willow Street, Columbia, SC 29203

Mr. Wallace Brown, Div. of Rural Development, 303 Brown Building, 1205 Pendleton
Street, Columbia, SC 29201 -- Chairman

The Honorable David E. Turnipseed, 251 Magnolia Street, Spartanburg, SC 29301

The Honorable David Taylor, Box 46, Laurens, SC 29360

SPEAKER OF THE HOUSE APPOINTEES

Rep. Joseph R. Murray, Box 321, Charleston, SC 29402

The Honorable Danny M. Bruce, Box 96, Campobello, SC 29322

Mr. Hugh B. Betchman, Jr., Box 1661, Sumter, SC 29150

Mrs. Mary McDonald Harper, P. O. Box 457, Estill, SC 29918

Mr. M. Hayes Mizell, 159 South Bull Street, Columbia, SC 29205 --
Vice-Chairman

Dr. Willis Crosby, P. O. Box 1273, Greenville, SC 29602

BSAP DISTRICT TEST SCORE SUMMARY
PERCENT MEETING STANDARD
 (THE * INDICATES THAT THE SCORE IS NOT AVAILABLE.)

DISTRICT	SCHOOL YEAR	BSAP READING					BSAP MATHEMATICS					BSAP WRITING			
		% MEETING STANDARD					% MEETING STANDARD					% MEETING STANDARD			
		G1	G2	G3	G4	G5	G1	G2	G3	G4	G5	G6	G7	G8	% FREE LUNCH
SUMMER 17															
	1980-1981	67.5	59.7	64.3	53.6	52.0	*	73.7	64.7	53.9	46.6	35.5	*	*	*
	1981-1982	73.6	64.0	68.0	53.4	47.1	55.2	70.0	59.4	62.7	42.4	29.8	54.3	*	*
	1982-1983	68.3	67.4	67.2	50.8	53.6	61.1	72.3	69.6	64.5	43.4	34.9	58.1	*	*
	1983-1984	72.2	71.3	72.8	54.1	51.4	64.1	74.1	74.9	68.2	45.0	44.1	65.5	63.5	67.9
														64.0	46.8
														68.7	54.4
SUMMER 2															
	1980-1981	60.5	54.9	69.5	41.3	34.9	*	60.2	67.0	60.9	25.8	20.6	*	*	*
	1981-1982	67.3	61.1	67.2	47.2	33.7	53.8	64.9	60.8	68.3	26.3	20.4	51.5	*	*
	1982-1983	66.4	60.3	72.8	43.6	40.1	46.3	67.6	68.5	70.0	38.5	25.8	45.4	49.2	46.7
	1983-1984	76.8	69.9	73.1	52.4	44.7	48.8	77.9	73.9	74.5	45.9	32.2	49.0	66.0	62.0
														53.1	60.3
															61.3
UNION															
	1980-1981	63.0	59.0	66.4	54.4	45.7	*	61.1	71.8	74.0	61.3	53.0	*	*	*
	1981-1982	61.9	68.6	67.6	54.6	51.1	57.6	67.3	70.9	72.1	77.4	60.6	63.2	*	*
	1982-1983	71.1	64.0	73.8	57.1	51.3	54.8	82.1	82.5	75.5	77.0	49.9	65.2	63.0	62.7
	1983-1984	75.3	70.6	75.6	55.4	56.7	63.8	80.7	86.2	85.9	67.3	73.7	69.2	68.1	72.2
														68.7	46.7
															45.9
WILLIAMSBURG															
	1980-1981	66.0	49.0	50.6	29.3	25.3	*	55.1	46.3	44.8	21.2	14.3	*	*	*
	1981-1982	58.2	62.4	58.8	39.0	30.6	39.5	44.4	51.2	51.9	31.3	14.8	45.4	*	*
	1982-1983	66.0	55.1	68.2	37.0	37.8	38.0	63.9	54.9	58.8	32.2	15.6	33.8	54.4	43.5
	1983-1984	63.2	58.5	64.2	40.7	41.4	40.3	64.5	64.2	64.2	29.5	25.6	36.5	42.9	43.7
														37.6	80.8
															85.7
YORK 1															
	1980-1981	52.7	57.4	61.4	45.0	44.8	*	62.5	66.4	58.2	44.9	52.9	*	*	*
	1981-1982	64.6	68.1	63.9	66.5	59.3	65.3	63.7	55.7	69.1	61.1	56.2	67.9	*	*
	1982-1983	73.8	57.9	70.2	62.7	61.1	56.9	67.4	65.9	69.4	61.4	51.1	57.9	64.9	66.5
	1983-1984	79.4	73.5	66.9	72.8	63.9	64.6	80.0	92.5	75.8	64.2	63.8	64.0	75.3	78.0
														70.6	40.1
														64.0	42.0
YORK 2															
	1980-1981	70.3	66.1	66.8	51.7	56.4	*	63.2	73.4	60.4	39.6	41.1	*	*	*
	1981-1982	77.2	66.3	69.3	61.7	62.9	67.7	66.3	64.7	63.7	47.1	34.4	71.4	*	*
	1982-1983	78.8	75.5	75.9	50.4	60.3	66.0	75.1	78.0	76.4	53.8	44.4	67.2	68.0	66.8
	1983-1984	81.9	64.1	72.2	65.3	67.5	66.1	78.9	85.8	69.3	52.5	48.6	62.9	74.6	77.8
														73.5	23.3
														66.5	21.3